

# Break

## A prophet honoured

Nobody could ever accuse the Editor of this paper of fostering a personality cult but, since he is away at the North of England conference, Aristides is able properly to celebrate Stuart Maclure's CBE. As many of his friends and colleagues have noted, this particular New Year's honour is no case of Buggin's turn.

It comes at a particularly suitable time. This week Stuart proposed the toast to that other (rather older) educational institution, the North of England conference, at the executive dinner in Leeds. Next month, he will deliver his first lecture as honorary professor in the School of Education at Keele University - a chair he will hold for three years, alongside John Tomlinson of Cheshire, the Schools Council and the CEO.

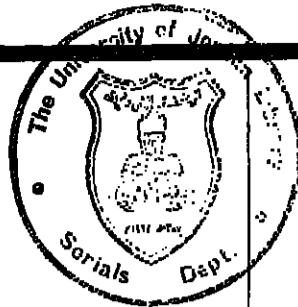
Stuart Maclure has been Editor of *The TES* since 1969, but he first joined the paper in 1951, after Highgate School, Christ's College, Cambridge, and a year as a sub-editor on *The Times*. The first stint at the paper was brief, he went off to edit *Education* magazine from 1954 until his return here in 1969, and meanwhile began to build a reputation as an educational historian. His edited *Educational Documents, 1816-1963* was followed by *A Hundred Years of London Education*. Later there came a plunge into central issues of our own time: *The Politics of Curriculum Change* in 1978, and *Accountability in Education* (ed.) both jointly with Tony Becher of Sussex University. Stuart has also turned his hand to futurology, and is much in demand for spirited and enjoyable projections of current trends, cashing in on his prescience and historian's perspective.



Stuart Maclure: "mild fanaticism"

He gave characteristic titles to the papers he wrote for a sabbatical as Regents' Lecturer at the University of California, Berkeley, in April 1980 "Higher Education: the Philistines at the Gates?"; "School to work: muddling through on a policy for youth"; "Schools: exaggerated hopes, excessively renounced". He has now been working for as long as he, or anyone else, can remember on what he euphemistically describes as a "long-established study" on the history of school building since 1945. Meanwhile he edits,

broadcasts, lectures and swoops around the country - and the world. In spite of the gifts and breadth he brings to education and journalism, the only subject on which Stuart admits to "signs of mild fanaticism" is golf (though his membership of the MCC has not gone unobserved in the office). "My golf gets no better," he says cheerfully, "but at least it's assiduous." Last Saturday he celebrated his CBE by playing throughout the rain. On Boxing Day he chose orange glow golf balls, but still lost them all in the snow.



# Personal column

## Standing orations

Ted Wragg

Why is it that when sizeable groups of human beings meet together to make decisions, the level of united wisdom drops like a stone? Eisenhower once observed that governments were less intelligent than their people. Had he been a teacher he would probably have said that staff meetings were much dumber than any individual member.

After years of suffering at meetings, I have formulated my one and only law. It states that the collective intelligence of a meeting falls by one IQ point for every person present in excess of four. Thus a university senate of 80 professors, with an average IQ of about 150, operates at ESN level, and poor old Swineshire Education Committee, which starts with an IQ of 80, and that on a good day, functions like a bunch of moronic carrots.

My first proper initiation into the mysterious dynamics of decision making came when I was appointed to a head of department job. One day the deputy head informed me that I was privileged to be a member of a powerful and slightly secretive heads of department cabinet. This body met with the head and deputy once a term to deliberate weighty matters of school policy.

Our first meeting was about the new fire regulations which the head had drafted. Rule one stated that new pupils leaving the scene of the fire should not (a) run (b) laugh. The thought of sprinting after fleeing urchins convulsed with mirth at their unexpected good fortune, and threatening to put them in detention once the new school was built, was already too much, but more wizardry was to follow.

How to signal the outbreak of fire became the next issue. Why not ring the school bell, suggested the head of physics, unaware that his brilliant solution would merely result in classes moving prematurely to their next lesson and being incinerated elsewhere. How about a football rattle in every classroom, proposed another genius, while the rest speculated how long it would be before the whole lot disappeared down to the City ground.

Every teacher could be given a whistle, smirked the deputy head, but the head of classics immediately demanded to know whether it would be a referee's or a police whistle.

Clamours for an explanation of the difference, and whether or not one had a pen in it were soon forgotten when the head of history pointed out that teachers' duties involved closing the classroom door and then closing the windows, but not actually leaving the building. The unions would not like this, said a solemn NUT man. Presumably losing members through badly drafted fire regulations was even worse than defections to the NAS.

There seem to be four kinds of talk at meetings: (a) the passing on of information, (b) reasoned argument, (c) therapeutic reassertion of a position, and (d) wind. Unfortunately, one man's reasoned argument is another man's wind. At one staff meeting I attended there was general agreement to minimize the windbagery. This was immediately followed by a 10 minute repetitive harangue from one member about people who liked the sound of their own voice too much. The good-natured and resigned silence of the rest confirmed that another defeat was being graciously conceded.

Perhaps we could draw up a handbook of common staff meeting statements, number them all, as in that old story about convicts telling jokes, and save a lot of time by merely calling out the numbers. Thus 25-31-18-45 would really mean, "I have just been on a course/read a book/talked to an adviser, and I realize what we are doing is completely old-fashioned" (25). "I have worked in this school for 20/30/40/100 years and no pupil/parent/HM/other than the odd troublemaker has ever suggested that we should change our tried and tested methods" (31). "I agree entirely with the headmaster because I am on the side of authority/backing for a scale 3/a greaser" (18). "I am now going to say exactly what I have said in the last 10 staff meetings and some considerable length because I like boring people/I don't want to go home until the kids' birthday party is over and their sticky little tails are all showed off/they really wanted to be a station announcer" (45).

The greatest meeting triumph must, however, be reserved for the inebriated academic at a university senate meeting, who listened to long-winded speech and then called out, "Can anyone tell me the difference between what he just said and a barrel of manure?" Stunned silence. "The barrel", someone replied drily.

## Chemical change

Any industrial scientists considering second careers as science teachers (even though the prospects may look almost as shaky) should seize the chance to read up on the experiences of those who have gone before.

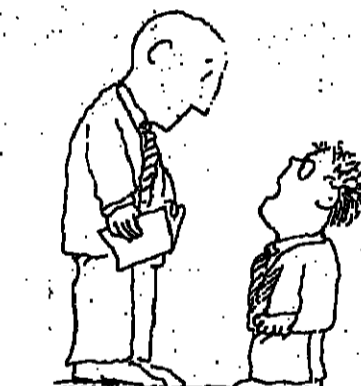
Bob Finch, resourceful Schools Liaison Officer for ICI, has been following up some of the ICI staff who made the move over the past 10 years, and has put together the experiences of 11 of them in the latest issue of his newsletter, *Youthink*.

Almost without exception, they were rocked back on their heels to start with by the problems of discipline, the mysteries of marking, adjusting to a slower pace of learning, and the need to be one hundred per cent alert during teaching hours. "You are constantly in the front line" comments Alan Humphries, who recently, at 57, began teaching physics in a sixth form college "unlike industry where even plant managers can hide away for a time to do some thinking".

Another warning that this is no easy option comes from Ken Key, who made the break in 1972 and has clearly had some struggles before settling down in a FE college: "I think you should warn people that teaching is a lot more than talking about chemistry or physics".

One important observation which Bob Finch makes after sifting through the evidence offered by most of the ICI old boys is that, unless you make the switch from industry comparatively early, you are unlikely to get on to the career progression in teaching soon enough to make head of department. "Inter-viewing many different ICI staff who have moved into teaching, I have come to realize that second or third in the department is a common place to end up".

Still, most of the science switchers seem to have found the experience exhilarating and worthwhile in the end, and many of them have kept on



"Good lord, Craig. The date isn't wrong. This homework really is a year late."

their links with industry. Meanwhile, back at ICI, another 77 men and women went on a short "toe in the water" course last year.

Nowadays, of course, the path from industry to teaching is quite well-trodden. Back in 1972, when Len Butt passed through one of the first of the ICI crash conversion courses, it was relatively unusual. After he had taken up a full-time post at Sir John Deane's School, Northwich, "a rumour spread in the school that there was a sinister reason for his sudden change in career". The rumour had it that he had blown up an ICI laboratory, and the junior boys watched with eager anticipation for a repeat performance.

All this and more in *Youthink* No. 11, available from Bob Finch, Imperial Chemical House, Millbank, London SW1P 3JF.

## Proven worth

If Sir Keith had been recommending honours in line with his policy to defend the sixth form and schools of proven worth, he couldn't have done better than the OBE for Miss Heather Curtis. Just retired as head of Hornsey Girls' School, she put up a formidable battle on both those grounds when the Haringey reorganization scheme threatened the school a few years back and, backed by a devoted parents' association, she won.

## Seminars and sympathy

Whatever else may be said about Sir Keith Joseph, there is not much doubt that his agonized charm still strikes a warm response in some of those cool, grey hearts at Elizabeth House. One reason for this can be found in the touching seasonal message he sent to the Permanent Secretary, to be circulated to all DES staff:

"Ministers are very conscious of the extra load imposed by them on the department in general and numerous branches in particular by the review of policies they have initiated. They recognize the heavy and significant programme that the department has carried through since May 1979. They would like to wish all members of the department a merry Xmas and a happy New Year and to thank them all for the admirable service Ministers have been given and for the ready and constructive response that has been made to all their requests."

This brand of seminars with sympathy can make up for many hours in the viva, and even ameliorate the sudden shock of reversal on well-rehearsed policy options.

## Aristides

Maurice Kogan discusses *Education, Politics and the State* by Ted Turner and Brian Salter.

How do parents judge schools? John Elliott reports on some findings of the SSRG Cambridge Accountability Project.

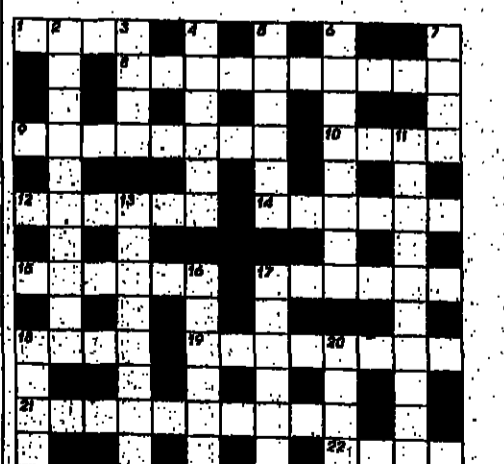
Books: Brian Alderson on William Blake; Douglas Johnson on Fernando Braudel; politics.

Extra: Children's literature.

Next week

## TES Crossword No. 32

by Rufus



- Across
- 1 Fugener for a jumper (4)
  - 8 Those likely to succeed (10)
  - 9 Literary supplement (6)
  - 10 They go round in circles (4)
  - 11 Summary of new prices (6)
  - 14 Something to read in bed? (6)
  - 15 Short notice (6)
  - 17 Military band? (6)
  - 18 Top dog, we hear (4)
  - 19 The wages of sin and an end (8)
  - 21 Kind of folding chair and table (10)
  - 22 Florence banks on it (4)

- Down
- 2 Spinner used by motorist (4,4)
  - 3 Yield to measure and hand over (4)
  - 4 Island colonist (6)
  - 5 War is a subject of many a novel and film (6)
  - 6 One who tries hard to get a riddle? (6)
  - 7 Customs apparatus (4)
  - 11 Flying saucer? (4,4)
  - 13 The stop draught in America (8)
  - 16 Break for food (4)
  - 17 Attempt to reach person (6)
  - 17 Character-forming person (6)
  - 18 Friends prepare to travel (6)
  - 20 Thought I'd get an early start (4)

- Solution to puzzle No. 31
- Across
- 1. Fugener for a jumper (4)
  - 2. Yield to measure and hand over (4)
  - 3. Island colonist (6)
  - 4. War is a subject of many a novel and film (6)
  - 5. One who tries hard to get a riddle? (6)
  - 6. Customs apparatus (4)
  - 7. Flying saucer? (4,4)
  - 8. Those likely to succeed (10)
  - 9. Literary supplement (6)
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# Educational Supplement

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## Primary needs prompt DES transfer plan

by Bert Lodge

The Department of Education and Science is considering a plan to switch teachers from secondary to primary schools to cope with the steep rise in demand for primary teachers in the coming years.

The suggestion was put by DES representatives to a private meeting of members of the Advisory Committee on the Supply and Education of Teachers (ACSET) last week, and a full committee decision is expected by March.

Sources close to the committee say the suggestion is likely to be accepted in principle. Latest estimates are that the

annual demand for primary teachers will rise from almost 1,200 there in the mid-1990s. On the other hand, the demand for secondary teachers is expected to fall from 5,000 in 1984 to 2,900 in 1989.

Only 30 per cent of the current output of teachers is destined for primary schools, even when middle school specialists are included. To meet the primary requirements for new entrants in 1991 would mean increasing the present output by more than double.

Even though it may be possible to double the current output of primary

teachers from universities, this would still only produce about 1,200. There is no possibility of doubling the present output from the maintained sector unless recruitment for the BED improves miraculously.

No suggestion of compelling secondary teachers to re-muster for primary school work is contained in the DES idea.

The committee was asked to consider how redeployment could be achieved by "stimulating a shift" of secondary teachers into primary schools, provided they were offered appropriate in-service training.

## Invitation for Sir Keith

Sir Keith Joseph, Education Secretary, is to be invited to address the National Union of Teachers' annual conference at Scarborough this Easter, despite opposition from some executive members.

If he accepts, there are likely to be similar protests to those made at the NUT conference two years ago in Blackpool, where delegates booed and hissed his predecessor, Mr Mark Carlisle, and eventually walked out. It is understood that the invitation was carried by 21 votes to 18 last weekend, with opponents arguing that he should not be asked because of the Government's record on education spending.

Last year Mr Carlisle did not address either of the two major union Easter conferences - the NUT's and the National Association of Schoolmasters/Union of Women Teachers - as he was in Mexico.

The NAS/UWT has already invited Sir Keith to attend its conference this year at Blackpool. Mr Fred Smithies, deputy general secretary, said: "We always take the view that it is instructive to hear at first hand what the man has got to say. He might even get a few signals from us."

A spokesman for the DES confirmed the NAS/UWT invitation, but said it had not been decided whether Sir Keith would accept.



## Policeman takes desk job

Four Durham police officers have gone back to school this week. In a scheme called "Operation Crimewatch", they are giving talks, showing films, and mixing with pupils at three comprehensive and various junior and infant schools in the area. The object is to improve police public relations by showing that policemen are approachable, not "bears with helmets". It is considered important to work with younger children before attitudes harden. Above, PC Barry Anderson breaks the ice in class at Greenfield Comprehensive, Newton, Aycliffe.

## ILEA orders spending crackdown

by Sarah Bayliss

A sudden crackdown on spending in schools and colleges over the next three months has been ordered by officers in England's most expensive education authority.

Mr Peter Newsum, chief education officer of the Inner London Education Authority, has told all heads and principals that, leaving aside the effects of inflation, the authority will be in debt to the tune of £3m or £4m by the end of March unless action is taken now. The overspending is put down to "higher than expected" staffing costs - particularly the cost of supply teachers.

A letter sent out this week to over 1,000 schools and colleges in Inner London explains the risk of overspending on this year's budget of £700m and urges them to economize and to defer any essential expenditure until the end of the financial year.

A circular states that heads must stop occasional lettings of premises

until the end of March unless there are exceptional circumstances.

The budget for supply teachers "looks like being substantially overspent" and heads must consider each case very carefully before requesting cover.

Heads are also urged to keep capitation spending down to a minimum, limiting it to essential goods and services. Mr Newsum stresses that total capitation allowances for the academic year are not being cut but spending should be put off until the summer term.

Where vacancies occur amongst non-teaching staff jobs should not be filled until April. Child care and nursery assistants are exempted from this and any other essential posts should be put to the divisional officer.

Heads should also urge more careful use of telephones, heating, lighting and post. Mr Newsum asks that they post his circular up in staff

rooms and that caretaking staff be consulted.

In his letter Mr Newsum writes that the overspending does not arise out of carelessness. "It reflects higher than expected staffing costs, in particular more supply teachers coming forward, lower vacancy rates, delayed moves of teachers to ensure they are appropriately placed and more overtime for non-teaching staff arising from community and other uses of authority's premises."

An ILEA spokesman said this week: "If the schools and colleges do what is being asked of them, then the officers are reasonably confident that there will not be an overspend on volume."

Last week ILEA's Labour group agreed to recommend a budget of about £800m for next year which would mean a 9 pence in the pound increase for rate payers.

Profile, back page

## This week

Gulbenkian v Gradgrinds	23
Science exhibition review	29
Can Sheffield's tertiary plan survive?	6
Economics and business books	31-34
16-plus proposals in 14 subjects	8
The glossy school brochures	10
US race row over tax status	15
Schools against the bomb	19
75 years of scouting	20
Feminist failings	22
Classified	35

## Teachers pay league blow

by Richard Garner

Primary and secondary school teachers have failed to score a hit in the "top twenty" pay chart for 1981, according to figures published this week.

The 1981 "New Earnings Survey", quoted in *Labour Research*, in an independent magazine funded by the trade union movement, says medical practitioners have the most lucrative positions in the country - with an average weekly pay of £297.10 a week.

University academics are in second place, earning an average of £257.90 a week, and further education teachers lie in seventh place with £207.90 a week.

The magazine points out that the survey did not include the highest paid people in the country since barristers, judges, cabinet ministers and company directors were excluded from the survey.

However, teachers do not figure in the list - nor do any manual workers. The top twenty also shows that police inspectors and police sergeants earn the most overtime among high-paid employees.

The top twenty in order are: medical practitioners, university academics, finance and tax specialists, police inspectors, personnel managers, company secretaries, further education teachers, marketing and sales managers, office managers, advertising executives, ships' officers, journalists, police sergeants, mechanical engineers, scientists and mathematicians, architects and town planners, electrical engineers, local government administrators, works managers, and accountants.



"Wait till you see the whites of their papers"

## An independent spirit sees red

When Mr Derek Cole, headmaster of the Independent Winton House School, St Leonards-on-Sea, Sussex, watched Question Time on TV last Thursday, he saw red - in the person of Mr Neil Kinnock, Labour's education spokesman.

"What really triggered me off was when he said he didn't know what the word 'independent' meant in education", Mr Cole, a Liberal, said. So he dashed off a letter which was raised. "We would, in due course, be joined in defying your Authority by Conservative and alliance education authorities and I very much hope in due course, by the armed forces in hurling you from office," he wrote.



EDUCATIONAL SUPPLEMENT  
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The Church school compromise which R. A. Butler pushed through in 1944 was seen at the time to be one of his greatest achievements. The voluntary school issue - though not necessarily central - was quite capable of destroying the consensus on which larger structural changes depended. It had that sort of history. In the event, most people recognized the importance of looking forward rather than backwards and, although the Roman Catholics were not happy with the settlement which was eventually imposed, it appeared that a way had been found of living with the outstanding differences.

The settlement was a generous one in many respects for the Churches and it was made more so by the sequence of amendments in later years which reduced the capital contribution required in the case of an Aided school from 50 per cent to 15 per cent. Every time the figure was reduced the voluntary school authorities were warned that, if their financial commitments were cut too much, their rights might be prejudiced among the public at large.

What has now come along to raise these issues once again is that ubiquitous cause of upheaval - falling pupil numbers. Whenever you turn, the education system is beset by the consequences of falling rolls - teachers' jobs at risk; the curriculum is threatened; schools face closures or mergers; whole secondary systems undergo the traumas of reorganization upon reorganization.

In particular, falling pupil numbers are forcing local education authorities and the diocesan authorities to look at admissions policies and, in some cases, closures - matters covered in a recent Education Act. As the Reverend Prebendary R. H. Green, Church of England director of schools for London and Southwark,

## Church schools in a secular age: what for?

puts it in a recent statement (page 3): "The 1980 Education Act not only introduced some new structures including new-style governing bodies, appeals procedures and the publishing of information about individual schools, but in one sentence highlighted a key issue... namely, each school is now required to publish its admissions policy. If a school is over-subscribed this factor is of crucial importance. This seemingly quiet and simple requirement explodes upon the church school sector, the challenge of answering a key question. For no admissions policy can be formulated by school governors until and unless they find an answer to the question - 'What is your Church school for?'"

There are and will continue to be important differences of attitude and practice between the various churches and most notably, between the Anglicans and the Roman Catholics. The Roman Catholics have always assumed a close link between admissions and church membership and Roman Catholic doctrine has elevated the importance of education within a religious context. In London (and to a much less extent elsewhere) the control of admissions which Aided status gives to heads and governors has given rise to accusations that disadvantaged children and blacks are discriminated against. It is easier for the Roman Catholics to fend off these charges, because of

their quite explicit religious tests, than for some Church of England schools which have more flexible admissions policies. The Church of England has always been divided on the question of how exclusively Anglican a C of E school should be. Archbishop Temple leant towards what may be regarded as the traditional, Established Church, view of what Mr Green calls "Christian schools in the service of the community", with very open admissions policies. Others have been them as more exclusively the preserve of the Anglican community. A combination of increasing secularisation in society at large and the opportunity for denominational imperialism presented by falling rolls, is tending to strengthen the hands of those who would like to see the Church of England Aided schools adopting admissions policies more like those of the RCs.

From the maintained side there are equally clear signs - again more strongly in London than elsewhere - of resentment of any attempt by the Church schools to exploit their privileges and keep their numbers up at the expense of others. This was strongly voiced before and after the last ILEA elections and comes through also in the recent discussion document issued by the Socialist Education Association - *The Dual System of Voluntary and County Schools*.

It is quite inevitable that if the Church schools refuse to limit their entry as numbers fall and insist on picking and choosing who to admit on criteria which are not manifestly justifiable on grounds of religious affiliation the latent hostility of the secular world - a professional resentment of the role of schools in the system - will be visited on the Church schools and the pressure for legal changes will build up.

It may be that such legal changes will be needed anyway, because the notion of an Established Church with its responsibilities and for the nation as a whole becomes less easy to sustain. There are, too, all sorts of difficult questions which arise from the growth of non-Christian religious communities and a likelihood that more minority groups will set up their own schools.

The virtue of the present arrangements is that they enable the Church schools to open within the maintained system. It may be necessary for the maintained system also to incorporate more schools run by Sikhs and Moslems, something which many secularists would oppose, as once they opposed "Rome on a rates", but it is more just and more liberal, to ensure that minorities can be accommodated within the maintained system than to drive them out of it. It is not obvious, as the Council of Churches (who else?) are the latest to suggest, that doing away with maintained Church schools would necessarily improve social mobility, in Northern Ireland or anywhere else. All of which suggests that it is not desirable to clamp down on the rights of the voluntary schools provided they act with great discretion and prepare the ground for new legislation later in the decade.

## Comment

### Time to get the money right

In a characteristically polished, presidential address to the Society of Education Officers, John Tomlinson, director of education for Cheshire, runs a beady eye over the future of education as a public service (page 3). Like other members of his profession in recent years, he speaks in sombre tones of the mess which is being made of the relations between local and central government, and the adverse effect this is having on the education service. In the seven years since local government reorganization, things have gone from bad to worse, to the point where there is a widespread recognition that, in Tomlinson's words, "the present system of local government can no longer nourish education".

This conviction, however, does not lead him to favour centralist solutions - he would be opposed both to a central government takeover and to a system of decentralized central administration on health services lines. He still believes in the local government function in education. "The current aberrations are the result of *force majeure*", he writes, "not willful neglect; the sad, growing differences between I.E.A.s, known to us and logged by HMIs, which are making a mockery of our boast to be able to administer locally a national service,



John Tomlinson, a beady eye

are due solely to stupid and insensitive financial arrangements." His answer bears a close resemblance to the one favoured by the DES. Let education remain a local authority service, but give it its own block grant, based on the one hand on a set of standards laid down by the DES for staffing and other responsibilities, and on the other on a set of designated needs. On this basis the Grant Related Expenditure calculation would be improved, but the I.E.A.s would retain the limited right to top up spending from their own tax resources.

### Sheffield on a tertiary course

Sheffield's first move towards a break at 16 and tertiary colleges (page 6) presages a year of intense local discussion and controversy. The city faces a similar fall in school population to that which prompted Manchester to put up a sixth form college plan. Like their Manchester colleagues, Sheffield's education leaders start with a strong presumption in favour of a uniform scheme. They would prefer to provide for all post-16 work, in reorganized further education colleges, rather than develop a hybrid system of some 11 to 18 schools existing alongside others which cut off at 16. Ideologically, a uniform scheme is more likely to appeal to a Labour authority than one which so obviously opens up the way for sharply contrasting differences in esteem between secondary schools. On the other hand, such sharply contrasting differences are not unknown within a system which is composed only of all-through schools.

Sheffield's comprehensive system is well-established and some care has been taken in the design of catchment areas to secure balanced intakes. Even so, some schools have very much larger, more powerful, sixth forms than others, and would appear to slot straight into Sir Keith Joseph's category of schools of proven worth. Those, of course, are likely to be the centres of the protest campaign when Sheffield goes ahead with the publication of official notices.

Clearly, the city has to take steps to reduce the number of secondary school places and sixth form groups as numbers fall away.

The new arrangements for dealing with parental preferences make it even more important to avoid obvious discrepancies between well-favoured schools (with sixth forms) and the rest. A mixed economy which includes some areas where the sixth forms are saved and others where 11-16 schools contribute to tertiary colleges or sixth form colleges - the sort of compromise which may now be forced on Manchester - has many drawbacks but is bound to be looked at very closely.

This will be an issue in Sheffield which will split opinion within all the major parties, but it may well be that the prolonged local debate which now begins will succeed in hammering out the least unacceptable answer. The full tertiary option has many potential advantages, especially in the world which is being ushered in by the Tobitt White Paper. But for some of Sir Keith's friends the tertiary college is even more indelibly stamped with the mark of the beast than the sixth form college. It looks as if Mr Peter Horton, chairman of the Sheffield Education Committee, is determined to look beyond Sir Keith to whoever may succeed him. Just as it is highly probable that Mr Mark Carlisle, had he stayed, would have given Manchester the go-ahead, so it may be that another Secretary of State may not share Sir Keith's certainties.

### Polytechnics under fire

The full impact of the cuts planned for the polytechnics and other further education colleges offering higher education courses can only be partially gauged by the figures which Mr William Waldegrave, the junior minister responsible, has passed to the House of Commons select committee.

Officially, the cut provides the colleges with six and a half per cent (in real terms) less in 1982-83 than in 1980-81. But this, like other Government projections, is based on the fiction of only four per cent wage inflation and nine per cent for other cost increases during the coming year. If this turns out to be over-optimistic, the colleges will have to make bigger cuts to keep in the black.

The DES envisages a reduction of some 2,000 full-time equivalent teaching staff in adv-

anced further education in each of the next two years and corresponding reductions in non-teaching costs. Cuts on anything like this scale would raise enormous difficulties in colleges and a fierce resistance from the staff. With about 24,000 academic staff engaged in non-university higher education, this would mean a drop of about one sixth over two years - more than 8 per cent a year, which is much more than could be expected from wastage and a much more rapid rate of decline than has so far been required from the schools where next year's plans assume the loss of about 13,000 teachers from a work force of more than 400,000. And all this has to be against the background of rising numbers of buoyant demand for higher education.

Past experience shows that it is much easier for the Government to announce these cuts than to get them carried through. But the time the local authorities will be under severe pressure than ever before and the active application of the cuts will make it even more difficult for those authorities which have shielded their colleges up to now to continue to do so.

The prime need to find places for suitable students as possible remains, for other reasons than to keep as many as possible out of the labour market at a time when there are three million unemployed. It is self-evident that it is better to support a student in higher education than to support one (or whoever he has displaced along the way) on supplementary or unemployment benefits. What is not yet clear is how much it is going to cost to seek polytechnic graduates. The contractual terms do not appear to be protected, but test cases may still be needed to discover whether some form of tenure can, not by now, be implied by custom and practice, and by the similarity of their professional role and status with that of university teachers. When this particular stone is lifted, there is no knowing what may come out.

### No Comment

"The paper was quite well done on the whole. The results clearly depended on the quality of the candidates and the quality of the teaching." The report of the GCE Boards' pilot examination in economics.

## In brief

### Jobs go ahead

Manchester education committee has decided to press ahead with appointing heads and senior staff for the city's proposed new schools and colleges, even though its revised reorganization plan has yet to be approved by Sir Keith Joseph, the Education Secretary.

Asked this week in the House of Commons about the legality of Manchester's move to appoint staff without schools to go to, Sir Keith said that any decisions made by the city would be conditional upon his decision.

### Ban on covering

A ban on covering for absent colleagues was started by Hertfordshire members of the National Union of Teachers on Monday. They join county colleagues from the National Association of Schoolmasters/Union of Women Teachers who had started a similar ban in protest at cuts in the amount of supply cover given from the beginning of term.

### Giftedness theory

The concept of giftedness has replaced the 11-plus as a means of perpetuating selection. Mrs Caroline Benn writes in the spring edition of the educational journal *Forum*. She traces the giftedness movement to the 1960s, when the nation committed itself to comprehensive reform.

### Pay deal demand

The Association of Polytechnic Lecturers has called for a pay deal which maintains differentials this year. It also wants "the largest pay rise consistent with the prevention of any unavoidable redundancies".

### Poles go back

Schools in Poland, closed during the military takeover, reopened on January 4, Mr Knut Thyberg, Swedish Ambassador in Warsaw, has disclosed. Universities would reopen in stages but all should be functioning by mid-February. The envoy was interviewed via a reopened telex line.

### Legal action threat

Members of the South West Surrey Association of the Campaign for the Advancement of State Education (CASE) who wrote to the Education Secretary in July claiming that their schools fell below legal standards have now threatened him with legal action if he does not reply by next Friday.

### Cash appeal

Parents of 1,200 pupils at a Weymouth grammar school are being asked to pay £50 per pupil a year because the education authority is not allowing sufficient money for basic educational needs. The appeal is being made under a trust set up by the parents' association.

### Trip for top team

A team from Swanwick Hall School, Derbyshire, has won top award in the CBI's "Industry and You" competition for a project on the Dalketh knitwear firm, and will get a trip to Amsterdam, plus £250 worth of equipment for the school.

### Mergers approved

Proposals by the Labour-controlled London borough of Haringey to merge eight county secondary schools into four new schools of 1,100 pupils each, have been approved by Sir Keith Joseph, who has taken account of the need to cope with an estimated fall of about 47 per cent in pupil numbers over the next ten years.

### Award winner

A report from the Schools Council, *Extending Beginning Reading*, has won the United Kingdom Reading Association Research Award for 1981. It urges primary school teachers to revise their approach to reading lessons for 7 to 9 year olds and was chosen because it had "unusually" an "important area of teaching".

## Church schools told role is to serve community

### 'Anglican bastions' warned

by Bert Lodge

Church schools were warned this week against becoming "bastions of Anglicanism." Up to half of the places in a Church of England school should be reserved for pupils who are not Anglican, possibly not Christian, says the Rev Prebendary Ronald Green, director of schools for the dioceses of London and Southwark.

In a personal paper, *What are church schools for?* Mr Green rejects the view that C of E schools should be purely denominational.

Yet, that is what is happening in the majority of schools in his own diocese, Mr Green says. He warns governors that as a result of their admissions policy of giving first priority to Anglican parents, "Church schools may be unwittingly stumbling towards the creation of totally Christian, even denominational, schools. They are on the brink of breaking with tradition without foreseeing the consequences."

Mr Green points out that the early church schools were for the children of the poor where the importance of the faith and morals were emphasized. They were Christian schools in the service of the community. That is the role they should still seek to play.

"Today the greatest need lies in the fact that our largely secular society is estranged from the Church and

the Christian faith. The greatest service church schools can offer is to stand as symbols of the Church's involvement in and contribution to education.

"In a secular society it is not the need to share the Christian faith a first priority?" The requirement under the 1980 Act for each school to publish its admissions policy is an explosive challenge to church schools, Mr Green says. "For no admissions policy can be formulated by school governors until and unless they find an answer to the question 'What is your church school for?'"

Not all church schools think the more Anglican they become the better, Mr Green says. Some recognize they are part of the maintained system of education and that partnership with the state means sharing the problems besides the opportunities. Further, those schools which glory in being exclusively Anglican have no right to assume they are an arm of the Church, since the Church has given them no mandate.

Under-subscribed schools pose no problems regarding selection. They must accept all who apply. But those over-subscribed have to devise some admissions procedure. "First and first served" appears unfair, and an agreed percentage of, say, black children offends the Race Relations Act.

Having an entirely open policy might dilute the Christian ethos of the school.

"Through the minefield it is necessary to find a path which will satisfy bona-fide Anglican parents and those of other Christian traditions, and at the same time ensure that there are a significant number of places for those from other backgrounds."

Mr Green suggests governors should offer two kinds of place. One would be called "foundation" places for children of Anglican parents, of other Christian traditions and for brothers and sisters. The other would be for "others", those with special needs and those living close to the school. The proportion might be 65 to 35 or 50-50.

A statement last October from 22 London heads of C of E schools called for a weakening in the autonomy of church schools, with more power for the diocesan boards of education. One of the heads, Mr Geoffrey Keen, of St Augustine's School, north London, this week welcomed Mr Green's paper. But he doubted the response of C of E families to the suggestion that half the places should go to non-Anglicans.

"It's the popularity of our schools which causes the problems. When you're over-subscribed there's had to be some sort of selection," he said.

## She's a first at Oxford

Jannet Tjoonk, aged 18, the daughter of a Dutch dairy farmer, has won a place at an Oxford college just three years after coming to England.

Jannet (seen left) who will read agriculture and forest science at Keele, was given extra lessons in English alongside her brother and sister when they first arrived at Hailsham comprehensive in East Sussex three years ago.

She went on to get seven O levels and a grade A in A Level German. This summer she sits A levels in biology, economics and geography.

Jannet, the first pupil from Hailsham to win an Oxbridge place, is in the second fully comprehensive intake at the school, formerly a secondary modern.

## AUT alleges sex bias in university cuts

by Biddy Passmore

Universities may be breaking the Sex Discrimination Act by making the heaviest cuts in arts and humanities courses, where most women students are concentrated, the Association of University Teachers says.

In a detailed memorandum to the Equal Opportunities Commission, the AUT asks the commission for an urgent investigation into the effect of the cuts. If it found a breach of the Act, the commission could order a change of policy. This would mean that cuts plans laboriously worked out by universities since last July would have to be scrapped.

AUT alleges that individual universities are guilty of indirect discrimination by planning greater reductions in student entry in the arts, humanities and social studies than in science and technology.

This damages women's opportunities because there is a greater proportion of women applicants and admissions in arts than in sciences. It quotes figures showing that 47 per cent of arts students are women compared with only 20.6 per cent of science students.

The memorandum also suggests that the University Grants Committee, on whose advice the universities are acting, may be guilty of aiding and abetting sex discrimination.

Universities mentioned in the memorandum, which have cancelled the intake to arts and humanities

courses, are Lancaster, Royal Holloway College and Chelsea College (London), Aston, Brunel, Sussex and Manchester.

Ministers were to meet again this week to discuss the redundancy scheme for academics put forward by university vice-chancellors.

Sir Keith Joseph is said to favour approving the scheme, which would give some lecturers lump-sums of over £30,000, but other ministers are concerned at the possible impact of such generous payments on other public sector workers.

The scheme is also thought to be too generous to younger staff.

Another worry for ministers is that the scheme would apply to all lecturers, whether they have tenure or not. They find it hard to justify a scheme that would give lecturers without tenure, such as Salford University academics, more than other lecturers with tenure and a great deal more than polytechnic lecturers.

Meanwhile, a plan to ease the financial plight of universities by allowing them to keep the proceeds from the sale of buildings and other assets seems likely to go ahead.

At present, money from the sale of buildings paid for out of public funds must go back to the Exchequer. In future, universities will be allowed to keep at least some of the

## Survey delayed

The latest survey by Her Majesty's Inspectorate of the effect of cuts on schools is not yet complete, Sir Keith Joseph, the Education Secretary, told the House of Commons this week. He would not decide whether to publish it until he had seen it.

Mr Christopher Price, chairman of the Commons Select Committee on Education, said: "If the Secretary of State came before the Select Committee at the beginning of February and the report was not public, certain conclusions would be drawn."

"Second, and not necessarily by further reform of structure, since that prospect is so appalling, we must get nearer to Redcliffe-Maud's notion of the unitary authority."

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# Platform

## The cost of independence

Richard Griffiths examines the gathering economic storm that threatens the survival of private schools before the political battle has begun

The independent schools are acutely aware of the political dangers they face from the Labour Party, and possibly from the Social Democrat/Liberal Alliance, if either or a coalition of both is elected to form the next government after Mrs Thatcher's.

Those of us who, of our own free will, are fee-paying parents at such schools, are familiar with the Independent Schools Information Service literature on the subject. The latest, *Freedom is under Fire*, calls on parents to defend our basic rights within a democracy.

Prominent among these rights is that of paying fees for the private education of our children. Less prominent is any discussion of the size of those fees. The thought that they may already be far along the road to pricing themselves out of the most significant sector of their market - the middle class UK resident - seems not to have struck either headmasters or the governing bodies of the independent schools.

ISIS makes the point indirectly by referring to the threatened removal of charitable status - with its implicit effect of raising fees still further - and the possible imposition of VAT on school fees as examples of acts which might "lead to the establishment of a State monopoly in education". But this particular hazard is more obviously inherent in the possibility, also mentioned, that the payment of fees for private education might be made illegal within 10 years.

I wonder if I was the only parent who, on receiving the ISIS appeal in the same envelope as next term's enormous bill, suffered a twinge of regret that this time scale was a bit too long to enable me to avoid, with a clear conscience, the financial imposition which school governors decide to impose upon parents in ever increasing amounts.

My own research interests, such as they are, lie in the field of higher education finance - a fairly natural consequence of having spent the last 35 years in the Treasury or, later, in the no man's land between universities and the governments which, as to 90 per cent of themabouts, look after their financial requirements with varying degrees of generosity.

I have recently been examining the possibility that the real reason why in Britain the Government as a whole, and the Treasury in particular, have imposed such savage cuts in the operating resources of the university system rests not on any serious educational argument, but on the simple and easily demonstrable fact that over the last 20 years university costs per student rose a great deal faster than the official index of retail prices.

Ever since the implicit rejection by the universities of Shirley Williams' now virtually forgotten "13 points" of 1968 directed almost entirely at cost-saving suggestions, the inevitability of some imposed cut in the "unit of resources" provided by the Government has been readily apparent to most outside observers and only awaited a suitable political climate to bring it about.

This, at least, was the hypothesis I was examining when my latest school bill arrived, with its usual profusion of enclosures.

As I turned the page, as usual, referred to the side of the parental pocket for the total cost of the fees, including, of course, the latest new building appeal and the STR document.



Private schools... under the sword of economy rather than policy.

I was ruminating on these things and indulging in self-pity at having been paying such bills without any outside assistance almost continuously since 1959, when I realised that I had to hand the material to examine the growth in cost.

I had kept a number of school bills paid over the years and, rather more usefully from the point of view of comparative statistics, a number of the fee increase notifications I had received.

These enabled me to construct a simple but intriguing table. It shows (with minor rounding) the actual day-pupil tuition fee, plus the cost of compulsory school lunch, for 13 to 18-year-olds at the same school for the Michaelmas term of 1959 and several intervening years until today. These are set against the official retail price index for September of the same years (January 1974=100).

Year	Term's fee plus lunches	R.P. Index
1959	£50	70
1970	£115	74
1975	£284	140
1981	£584	200

(An approximate figure but within at most one or two points. My R.P. information for 1980, and earlier is rough, and my definition of the boarding element in my table is due solely to inadequate information.)

I cannot think it unreasonable, though some will regard it as rather unimpressive, to wonder whether such a massive rate of increase - over twice as fast as that of the cost of living throughout the 22 years - can really be defended. By indeed, would it ever any future government, they do not see the possibility

schools by legislation they can really expect to contribute this apparent rake's progress much longer.

The corresponding growth in unit costs in universities was similar in the earlier years and up to 1974, when the government, as paymaster rather than legislator, began to force down the real growth rate to zero and below. Do the independent schools believe that in some way they are immune from similar action by harassed middle class parents as the 1980s proceed?

There is nothing in the classic economic theories of the private enterprise system which would justify such a complacent view, unless it can be demonstrated that the quality of the end-product of the system is correspondingly improving both in absolute terms and relative to the best available alternative. That their average quality is still significantly better than the alternative is, I believe, but cannot prove, still the case, although any perusal of the current lists of Oxford and Cambridge awards - that continuing indicator of academic success - suggests that their dominance is diminishing.

Now can I find any indication that the additional real cost has been accompanied by improved, absolute standards of academic attainment? Only the teachers seem obviously to have achieved higher standards of existence. My son, even now, has to keep all his books at home and trundle those he needs daily to school and between classrooms, since there is nowhere safe for him to keep them at school. His older brothers fared better. It seems to be possible to argue that the importance, as an education

al establishment in itself, of the middle class family with its lively intellectual interests and awareness is likely to be seen increasingly as an effective counterpoise to the difference in academic standards between independent and state schools. Other differences are not unimportant to many parents and much will depend on the precise nature of the local State alternatives available.

Middle class demand would also be very much affected by the withdrawal of pupils whose presence at the school is solely due to generous subsidies from the parental employer - and even a Tory Government could easily, in present circumstances, eliminate these in various ways. Falling age-group sizes, and higher quality of new teaching staff due to shortage of alternative jobs for able graduates will tend to work in favour of the State system, as well as the effect of economic recession on the pool of middle class parents.

Throughout the last 25 years demand has held up well. It survived the disappearance of direct grant schools and the conversion of many into independents. But can exponential growth in real cost continue without forcing many independent schools to the wall? Broadly speaking they have, I gather, stuck closely together so far in their fee movements, and it may well be that competition by price is pointless when a fee alternative is available to parents.

The reasons why independent school costs have had to rise faster than the cost of living are clear enough. Being so labour intensive, the relative price effect hits them hard in inflationary times; the almost

ludicrous Houghton and Clegg salary awards which so over-corrected the previous under-payment of many teachers had, I suppose, to be piled. But improvements in staff-student ratios, the handing out of staff of additional allowances, and fringe benefits such as housing, and the commissioning of new income-producing buildings (substantially also paid for by parents) with expensive maintenance costs, might well have been resisted if government and headmasters had given higher priority to restraining the growth in costs.

I believe that there will always remain a need for independent schools in Britain. I want them to survive and to thrive. They have served the nation well, as most certainly has the particular school whose fees I have used to construct my table. I have not grumbled, in many years of fee-paying, which I have voluntarily undertaken, though I was not myself a producer of the independent school system - but I cannot believe that the rate of increase of fees from 1959 to today's level was wholly unavoidable given tight management. Perhaps this is yet another case of the British disease.

I shall be happy if this essay does something to alert those concerned to the storm clouds gathering in a very different part of the sky from that upon which their eyes seem to be riveted. If they go on as they have been for the past 20 years or so, they may find that their fleet has been scattered and many of its ships sunk before the political battle for which they are so assiduously preparing has been joined.

## Union issues guidance over redundancy nomination Heads face clash in job cuts

by Richard Garner

Head teachers should resist "very strongly" any attempt to identify individual members of staff to face redundancy or redeployment, according to guidelines issued by one of their unions.

The guidelines, drawn up by the Secondary Heads' Association, which represents some 3,500 head teachers, are now being studied by heads in the wake of Sir Keith Joseph's call for ineffective teachers to be made compulsorily redundant.

SHA says that individual head teachers should take responsibility in consultation with their staff for identifying in which areas of the curriculum in their school "some fat can be shed".

However, SHA adds: "Heads are very strongly advised to resist any attempt to delegate the responsibility for personal identification to themselves. The teacher unions are strongly opposed to heads taking on this task and with some justification."

The guidelines go on to cover the problem of compulsory redeployment and warn that any such scheme is likely to be ineffective if a local education authority fails to eliminate national advertising of vacant posts.

"From time to time, however, a head and his governors may be reluctant to accept any of the redeployees who present themselves, feeling that they could obtain a much more suitable candidate by open advertisement," SHA adds.

"In the end this must be a matter of degree," SHA concludes. "A displaced head can be angry if a local headship is nationally advertised and goes to a newcomer. A teacher will feel just the same."

"A willingness to help an l.e.a. in its genuine difficulties and to help a threatened teacher has to be weighed against the natural desire of the head to get the best possible teacher for his school. Each particular case will have to be dealt with on its merits."

In a late addition to the guidelines which has now been sent out, SHA stresses: "The teacher unions are as concerned to protect their members as SHA is to protect its own members."

"If the impression is given that heads are directly nominating for replacement those teachers whom they consider to be ineffective or troublesome, then there is some danger that this will lead to painful repercussions with the unions involved."

The 21,500-strong National Association of Head Teachers has also circulated its members with guidelines on redundancy and redeployment. In broad terms, it agrees that head teachers should advise local education authorities of any areas in which the curriculum could be trimmed in order to make savings but should avoid singling out individual members of staff for redundancy or redeployment unless absolutely necessary.

## No redundancy for incompetence

Sir Keith Joseph Education Secretary this week repeated that employers should consider dismissing incompetent teachers but emphasized that such cases could not properly be described as redundancies.

In a written answer in the House of Commons he said:

"Whatever the difficulties, and I know that they are great, we shall be falling in our duty to the children and their parents on the one hand, and to the taxpayers and ratepayers and all who work or seek work in the trading base on the other, if we keep ineffective teachers in the schools or employ more teachers than we can afford."

"I have asked the local authority associations to consider these difficult issues further, and whether there are steps which I or the department could take which would be helpful, and to discuss the subject again with me during the early months of this year."

"Some reports have suggested that I was arguing for compulsory redundancies as a means of getting rid of incompetent teachers. This is not the case. Incompetence and redundancy are quite separate issues. If a teacher is found to be incompetent, and is not able to improve his performance satisfactorily with appropriate support from his employer and perhaps additional

training, then the employer should consider dismissing him in the interest of the children in the schools. Such cases are not properly described as redundancies."

"It is where a local authority or a school as an employer has more teachers with particular qualifications and skills than are needed, either because of a decline in school rolls or changes in the curriculum, that redundancies may occur, without any reflection on the competence of the teachers concerned. The planned expenditure in 1982-83 includes provision for redundancy payments in these circumstances."

## Race adviser is asked to re-write report

by Neil Hamilton

An educationist this week defended the use of jargon in a controversial report he has written for a London borough on multicultural education in schools.

Mr Gerry Davis, Brent's multicultural adviser, has been asked to rewrite and simplify parts of the report after teachers and school governors complained that they could not understand it.

An extract from the Davis document says: "While the Cultural Liaison Teachers have been extremely hard working, the interpretation of their dynamic role (the role in everyday operation) may have been dysfunctional to the development of sound MCE. CLTs have a particular role to play in ensuring that the schools are informed of the actual community cultures (as distinct from the 'folk cultures') and in helping to facilitate curriculum development by being a source of knowledge over the field but especially with regard to Brent community resources."

Another extract suggests: "To develop a knowledge system (and school structure) which is not ethnocentric would require a change in procedure for selection of knowledge. Such a change would be necessary to enable teachers to be released from the grip of ideology implicit in mass commercially produced materials which are manifestly not appropriate to the Brent situation."

Mr Davis has defended his use of jargon in his report. "If you are going to discuss the concepts of multi-cultural education, then one of the things you have to do is demystify it and popularize it. So if the report does contain jargon, then it seems to me that it is the jargon of education, and I would expect people in education to be familiar with it. "In fact I am most concerned at



Mr Gerry Davis, Brent multicultural adviser

the comments by some teacher representatives who seem to be suggesting that I have over-estimated teachers' intellectual capacity.

"I would say to them any teacher who has been through a college of education course would be able to understand everything in the report". He acknowledged that lay people might well find the report confusing and difficult to understand. "But that is because it was not written for them. It was written for the education committee."

Mr Davis, who was born in St Vincent, was recently awarded an MA from London University for his thesis on multi-cultural education curricula.

Before going to Brent he headed a multicultural education support group in Haringey, north London. Making multi-cultural teaching work in Brent could take up to 15 years, he said. "We have just kept talking about it for 25 years, we ought to be doing it."

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Hilary Wilce gauges reaction to the steel city's determination to drop sixth forms and FE colleges

# Tertiary decision sets Sheffield on collision course

Socialist Sheffield this week boldly voted to get rid of its sixth forms and further education colleges in favour of a network of tertiary colleges, providing all types of post-16 education.

In doing so, it almost certainly paved the way for a future battle with Sir Keith Joseph, Education Secretary and known supporter of traditional sixth forms.

When Manchester tried to introduce - less radically - sixth form colleges, Sir Keith turned down the city-wide proposals to save three thriving sixth forms. To underline his point, he issued a draft circular stressing the need for authorities contemplating post-16 reorganization to retain schools of proven worth.

Sheffield has taken no notice. Although the decision to "go tertiary" has been taken only in principle, and no detailed plan has been drawn up, there is no question of certain sixth forms being retained.

The scheme is likely to be for seven to nine open-access colleges, all based on existing further education colleges or suitable secondary schools. Each will offer a full range of A levels and vocational training courses, plus specialisms such as catering, or engineering.

If numbers rise as is hoped, the colleges will be providing for the equivalent of 13,000 full-time students by the early 1990s. The expansion of new kinds of training courses should push numbers up from their present level of 10,000. Capital expenditure of about £500,000 a year in the 1980s is likely to be mainly on construction for particular specialisms.

Advocates of such a tertiary solution to Sheffield's problems of falling rolls and the need to expand new areas of education and training, say it would provide the fairest, most genuinely comprehensive provision. It would widen opportunities for full- and part-time students, and offer the most effective use of manpower and resources.

The city at present has 38 secondary schools, and five further education colleges. Post-16 education is provided on a consortium basis, with groups of schools and colleges working together to offer wide ranges of courses. But falling rolls will begin to affect sixth form numbers seriously in about two years time. A tertiary plan, its backers say, will avoid the need to close down large numbers of secondary schools.

To get such a proposal approved, Labour councillors are banking on change at Westminster. Mr Peter Horton, chairman of the education committee which this week voted in principle for a tertiary plan, says he regards the Education Secretary's views in this area, "as having no weight whatsoever. Nor do I regard him as anything other than a temporary occupant of that position."

During the coming 12 months of planning and consultation the sheer weight of argument will, he insists, convince doubters. "There is already a broad consensus in favour. This will become stronger with every month that passes."

But during this time, opposition is also bound to strengthen. Already parents in the south-western suburbs of the city have formed a protest group. Representatives have travelled across the Pennines to consult their successful Manchester counterparts, and as *The TES* went to press an all-Sheffield parents' protest association was being formed. Its first action will be to write to Sir Keith Joseph.

Mr Neil Woolhouse, chairman of the first protest group, the Tupton & District Parents Association, has his own assessment of feelings in the city: "About half the schools feel strongly against the move. A quarter don't give a damn either way, and about a quarter are happy to go along with it either because of where the schools are, or because they are socialists and believe in what Peter Horton is doing."

He, like other members of the group, feels there is nothing wrong with tertiary colleges - in their place. "If I was a parent on the north-east side of the city I would welcome the idea with open arms because some of the kids out there just don't get a chance of a sixth form place at all."

But, he argues, the many good schools in Sheffield with thriving sixth forms should be preserved at all costs. If necessary by pairing schools to cope with small A level groups and filling numbers.

However the city's politicians are wholeheartedly committed to a unified plan - although an initial pilot project has not been ruled out, and any agreed scheme is likely to be phased in gradually from the mid-1980s.

They claim broad support from governors and from teacher unions, which have been consulted over the past 12 months. According to Mr Horton, 23 out of 35 sets of secondary governors have agreed the need for a city-wide plan.

The written responses from area working groups, set up to consider tertiary ideas, show a wide variety of qualifications and doubts. Responses from governors and teachers have ranged from the enthusiastic to the implacably opposed. And at Myers Grove school, after a public debate between the head and the education committee chairman, parents voted by 330 to 3 to retain the school's sixth form.

Meanwhile, Sir Keith plays cards close to chest. Biddy Passmore reports

## Each scheme judged on its merits

Sir Keith Joseph, Education Secretary, told MPs this week that he would decide on each sixth form reorganization scheme on its merits.

However, he refused to be drawn on his general attitude towards sixth form and tertiary colleges or on his likely treatment of the Birmingham and Sheffield schemes.

His recent draft circular on secondary reorganization had set out "all matters relevant to the case". The circular, issued after he had rejected Manchester's sixth form college scheme, says he will not normally approve schemes which destroy schools that have proved their worth, especially at sixth form level.

## Fear that quality of education is at stake

Early doubts about Sir Keith Joseph's commitment to the quality of education have been confirmed, according to the *Head Teachers' Review*, the journal of the 21,300-strong National Association of Head Teachers.



Roy Yates, Myers Grove headmaster, with sixth form pupils

## What the teachers say Heads regret the approaching loss of sixth forms

Sheffield has already had early consultations with governors, area working parties, and local teacher associations, on tertiary proposals. A joint statement from teacher associations in the city agrees only "that a comprehensive range of courses and opportunities must be available to 16-19-year-olds... No association dissents from corporate belief that a comprehensive provision for all within the age group is not only desirable but essential."

Beyond that, associations are divided in their reactions:

**SHA**  
Wants to retain 11-18 schools, under different regulations so a wider variety of post-16 courses can be provided. Any tertiary system must be genuinely tertiary, with open access to institutions for students of all abilities. Such a system will need to be phased in gradually.

**AMMA**  
Wants more detailed proposals of a tertiary system. Cannot support such a system unless it can be seen to offer better provision for 16-19-year-olds. Worried that changes might undermine standards of academic work.

**NAHT**  
Wants a strengthening and expansion of existing consortia, and further education provision for post-16s.

**NAS/UWT**  
Supports the idea of tertiary system providing there is full consultation with the unions, that jobs and salaries are safeguarded, and no school loses its sixth form without equal provision being available in a tertiary system for students.

**NUT**  
Supports a city-wide system of tertiary colleges, provided essential additional resources are provided.

**NATFHE**  
Wants a system of tertiary colleges, and stresses the need for these to develop strong community links.

The "good" schools in Sheffield are very good indeed. Tupton School, to the south-west of the city, has proved its worth in a way that would warm the heart of the Education Secretary.

It has 1,150 pupils, of whom 242 are sixth formers. In 1975, when the sixth form was established, 25 per cent of pupils were staying on. By 1981 this had risen to 62 per cent, with a further 7 per cent going on to other kinds of full-time further education.

Over five years the average number of A level subjects passed rose from 2.9 to 3.4. The percentage A level pass rate has varied only between 76 per cent and 87 per cent, and, since 1975, 13 pupils have gone on to Oxford and Cambridge.

This academic performance is still rising. The school has 89 A level pupils in the upper sixth, 123 in the lower sixth.

Mr Grahame Speed, the head, is justifiably proud of these achievements especially as, he points out, the school was originally a secondary modern.

Naturally he wants to keep his sixth form, and would like to see varying post-16 provision in different parts of the city. But he declares himself "less pessimistic" than the parents, a number of whom are actively opposing the proposals. "I have considerable faith in this local authority, and I recognize their wish to do the best by the city as a whole."

Across the city at Myers Grove, a 2,000-pupil comprehensive with a sixth form nudging 200, Mr Roy Yates, the head, also hopes to see a more flexible approach to reorganization - with the schools in his area retaining their sixth forms.

The school, despite its size, is highly orderly. Mr Yates wears his gown about the school, and the neatly uniformed sixth formers are charged, according to a school pamphlet, with "a serious and responsible attitude at all times, to academic studies, to the general community life of the school and to the community outside school".

Mr Yates says the school parents are highly ambitious for their children. The school is in a stable, respectable working class area. For years, before the city went compre-

hensive, the area had no grammar school and was, he says, educationally deprived. Myers Grove, with a broad range of sixth form courses, has introduced opportunities which did not exist there before - and which he now considers jeopardized.

Tertiary colleges are an unknown quantity, he argues. Staying-on numbers could well drop, if a break is introduced at 16, and he is certain that his school would suffer badly from losing its high-quality sixth form teachers, and the leadership and example of sixth-form pupils.

But a colleague who heads the local academic Hurlfield School, Mr Peter Cox, points to the many leadership qualities displayed by non-sixth formers in secondary modern schools.

"A lot of smokescreens are raised around the issue of tertiary colleges", he says, citing as an example the often-voiced criticism that such colleges offer students no pastoral care. "There is nothing inherent in the tertiary concept, he argues, that prevents such care being provided."

His school, part of a community campus which offers adult education and youth activities, is set in a large area of council housing where unemployment is high and rising. Out of an enrolment of 1,050, just 43 pupils are taking A levels or the Certificate of Extended Education, and despite Sheffield's school consortium arrangements for post-16 education, some classes are impossibly small.

For Mr Cox the balance of argument comes down - just - in favour of tertiary colleges. His reasoning tells him they are economically, philosophically and academically the best compromise.

Nevertheless his heart is reluctant to see the beginning of a post-16 sixth form, fostered since he took up his headship 18 months ago, stamped out. If the council dropped its plan, he would have something to regret.

"If tertiary colleges are set up, they must be quite different from existing further education colleges. They must be properly perceived and set up, and appropriately staffed and led. And it must be all of one thing. The worst possible thing in any tertiary pattern is a halfway house. I don't want to see that happen under any circumstances."

It's a plague on both your houses, Sir Keith's threat to seek teachers' morale nor increase its effectiveness. Mr Jack Chambers, National Union of Teachers' President, told teachers in Liverpool last night. His attack on "incompetent" teachers was a smoke-screen to hide the Government's absence of will and resources in providing the necessary investment in teacher education.



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# Headmaster marshals first class training resources

The problem of empty classrooms caused by the steady decline of the village school population has been solved by one headmaster - much to the delight of both staff and pupils.

Mr David Lewis, headmaster of St Mary's First School, with 108 pupils, in West Moors, Dorset has been a model railway enthusiast for most of his life and two years ago he set up 100ft of track in a spare classroom and on Friday afternoons allows the older pupils to operate it.

The set is worth more than £400 and includes 14 engines and an endless supply of railway buildings made from Lego which the children re-build every few weeks.

Mr Lewis said: "I think people have to be educated for leisure as well as for jobs. The children show enormous interest and several pieces of the set have been donated by parents."

From an early age he had wanted to be a train driver but his father, a miner, refused to let him leave school. "It was the ambition of every miner that his children should get a good education and not have to go down the pits. I became a teacher but I have owned a model railway for more than 40 years" he said.

A year ago Mr Lewis, who has been headmaster of St Mary's for 25 years, bought a computer to run the set.



# Bob Doe looks in detail at the exam boards' outline proposals on the new 16-plus

## A chance to have their say

Every secondary school in England and Wales was this week given the chance of a small say in the shape of the new 16-plus examinations.

Copies of the examination boards' outline proposals for 14 subjects were sent to every school taking CSE or GCE exams.

These proposals take the form of draft guidelines or criteria that all exams in each subject must comply with if GCE and CSE are merged in 1987 according to plan.

The Joint Council of GCE and CSE boards responsible for drawing up these proposals is ignoring recent reports that Sir Keith Joseph, the Education Secretary, is having second thoughts on the 16-plus.

The leaders of the Joint Council pointed out this week that the Department of Education and Science has recently promised further funds for these developments and the setting up of criteria was in line with the Government's policy of defining examination titles and ensuring comparability of standards across the country.

The criteria now being issued are not syllabuses. Each group of CSE and GCE boards will devise their own syllabuses and exams though they will all have to comply with the criteria. Within that constraint, teachers will therefore have a further say in the shape of their new exam when boards draw up syllabuses.

The draft criteria for English, French, history and physics were sent to schools last September followed by the maths criteria in December. Those early drafts have attracted a great deal of criticism from teachers.

Now the draft criteria for the remaining 14 subject areas have been sent out. No more are expected but this does not mean subjects not covered by criteria (such as drama) will disappear under the new system.

Along with the criteria each school has received questionnaires for each subject area so the boards can get some idea of how their proposals have been received in schools.

The boards originally hoped to finalize their proposals in the summer but now say it will be the end of 1982 before all criticisms and comments have been processed.

But that does not mean schools will get another opportunity to com-

## A material approach to subjects

Three different subjects should be recognized under the heading Craft Design and Technology, the CDT working party says.

Craft and design-based subjects, both the traditional wood and metalwork and those using a wider variety of materials, should be known as "CDT: wood", "CDT: metal", or "CDT: combined materials".

Craftsmanship will count only for a modest proportion of the marks. The wood and metalwork courses should give a minimum of 20 per cent of the marks for knowledge of materials, 30 per cent for designing skills, such as problem recognition and research, and 30 per cent for craft skills, the CDT committee says.

A second group of courses drawing more heavily on scientific and technical knowledge would have titles such as "control technology" or "electronics technology". For these they suggest a common core in which a minimum of 35 per cent of the marks would go to problem solving and design skills, a minimum 35 per cent for knowledge and application of materials, energy and control science, and a minimum of 5 per cent for safety and the effects of technology on society.

"Technical graphics" is the third group of courses the CDT panel prescribes, with three variants: "engineering", "building" and "technical illustration". In each a minimum of 40 per cent of the final marks would be given to a common core of graphical representation made up of plane geometry (30 per cent), solid geometry (50 per cent) and graphical techniques (20 per cent).

## Humanities press their case

Some of the humanities working parties appear to have gone out of the way to argue a case in the criteria for the inclusion of their subjects as any common core curriculum.

The "guidelines" on what should be included in all geography courses includes the study of local areas of contrasting ones in the British Isles, mapwork, the United Kingdom's relationship with other groups of nations, world economies, social and political contrasts, and the impact of the environment on man.

The board-based part of the assessment must account for at least 50 per cent of the total marks. The social studies panel says an integrated approach to economic, political and sociology is best for the age group. Such a course might form part of the common core suggested by the Department of Education and Science.

No core of content is specified and no assessment technique is ruled out. The religious studies working group suggests the new 16-plus examinations should be based on a study of Christianity and counting for all candidates and counting for the choice of a further study of Christianity, a study of another world religion or a selected religious faith, and practices for the other half of the marks.

The classical subjects working party says a number of different approaches are not just acceptable but desirable in their subjects. They do not envisage pupils of average or below average abilities will ever enter for Latin and Greek courses if they have tried to make this point in the new criteria.

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## Flexible criteria

Business studies is a new subject and any national criteria must be flexible enough to assist its development.

The aim should be to leave room for a wide variety of approaches while ensuring sufficient common content and the same performance standards are being used across the country.

The minimum core suggested covers four general areas:

- Understanding business organization
- Understanding business language and number work
- Roles and relationships in the business world
- Understanding the main areas of industry and commerce

The office skills panel says typing and office studies should be treated as two separate subjects. Short-hand is a skill and not a study subject and should not be examined under the new 16-plus examination.

The working party says shorthand is difficult to grade on a seven-point scale. It is too demanding in time, too vocational, and of doubtful relevance unless use will be made of stenography in the future.

The whole population needs to be taught keyboarding skills as a means of entry to the new microcomputer technology. But typewriting must include not only keyboard competence but also an awareness of all forms of communication says the report.

Office studies on the other hand aim to teach pupils how office are organized. The skills required for office work are the attitudes of accuracy, consistency, efficiency and adaptability and the competences with appropriate equipment, technology, and procedures.

The computer studies working party says that the computer should be used to develop a sound pedagogic base for the subject.

## Combining the courses

When CSE and O levels are merged the opportunity should be taken to establish combined science courses as full alternatives to separate science subjects says the working party set up by the exam boards to coordinate the separate science subjects.

The working party says a wide variety of multiple science courses are possible; two, three or more sciences can either merge fully or retain some degree of separate identity.

On the controversial question of whether practical work should be compulsory, it says: "Practical examinations at 16-plus pose severe difficulties but it is assumed some method of assessing candidates' practical experience will be included in the examinations."

Short answer, objective test questions are, according to the working party, of particular value in allowing a wide variety of skills and abilities to be tested reliably, and up to two-thirds of the total exam marks could be awarded on this basis.

The biology working party says a short of demanding obligatory practical exams because of the demands of the new 16-plus chemistry syllabus.

Existing chemistry syllabuses are overloaded with unsuitable material, the chemistry working party says. Much of this should be omitted and replaced with topics more relevant to modern society in a common core occupying at least two-thirds of any new 16-plus chemistry syllabus.

Both practical and theoretical tests are recommended for food and nutrition and home economics. The home economics criteria say the practical assessment, including the written elements, should account for 50 per cent of the total marks. The committee failed to agree on whether there should be final practical examinations.

For textiles and fashion "at least 40 per cent of the assessment should be for practical work of a problem solving nature". This could take a variety of forms such as a practical exam or course work assignments under controlled conditions.

The computer studies panel was in favour of having different papers for the more and less able pupils.

This would make on the resources of some schools.

At least half the marks for biology should be allocated to the minimum core of content the working party proposes.

The biology report also says 60 per cent of the marks should go for knowledge and understanding of biological facts and techniques; 10 per cent for the observation and recording of biological information and 30 per cent for analysing and applying biological information and results.

Every biology syllabus should state what maths, physics, and chemistry is required to cope with it and every board should contain a common element so standards can be compared nationally.

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# Coles 'cribs' in breach of copyright

Three editions of Coles Notes, the examination "cribs" used by thousands of pupils, have been found to infringe the authors' copyright.

In the High Court last week, Judge Mervyn Davies granted injunctions against McGraw Hill the distributors to stop the sale of the Coles study aids which are imported from Canada.

However, the judge immediately suspended the injunctions to allow "commercial negotiations" to go on between the parties. If they are to remain on sale Coles must either agree to pay royalties for the use of the original text or alter the style of the Notes so they no longer breach the Copyright Act.

The action was brought by Mr Alan Sillitoe, author of *Loneliness of the Long Distance Runner*; Mr Laurie Lee, author of *Cider with Rosie* and representatives of the estate of George Bernard Shaw, author of *St Joan*.

They claimed that Coles Notes quoted substantially from their texts without acknowledgement and hence were in breach of copyright.

McGraw Hill, which has been the sole distributor for the past seven years, claimed that copyright had not been infringed.

In making his judgment, the judge said it was not right that anyone should be able to market a study aid making "full and free use" of the original work without any reference to the copyright owner.

Mr Trevor Campbell Davis, financial director of McGraw Hill, said this week an appeal was still a "strong possibility".

He stressed that the action had involved only three titles but agreed the judgment was far-reaching. "It is certainly possible that other publishers could take similar action."

The series of Coles Notes had about 70 titles some of which were related to books which were still in copyright. The law says that the copyright period ends 50 years after the author's death and until that date his or her estate must continue to get any royalties.

Mr Campbell Davis pointed out that many of the Coles Notes covered the classics and did not infringe copyright because of the date of the original texts.

He declined to say how many copies of Coles Notes had been sold but claimed they were the "market leader". Competitors include the York Notes, Brodie's Notes by Pan, notes by Methuen, the Celtae Revision Aids by Sphere Books and the Revise Series by Letts.

Two teachers - one from a public school, another from a Brixton comprehensive - had given evidence for McGraw Hill. The did not believe

## Sarah Bayliss looks at a far reaching High Court judgment

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## Equality case prompts new timetable

East Sussex County Council has issued guidelines on the Sex Discrimination Act to all its schools after a councillor discovered that her daughter was being refused metalwork lessons.

In a survey prompted by her complaint, the county found seven out of 39 secondary schools were still offering craft subjects along traditional lines - needlework and cookery to girls, metalwork and woodwork to boys.

The schools have now been told they must change their timetables by next September so that a range of craft subjects are offered on an equal basis to girls and boys.

In particular, they have been instructed to halt the practice whereby girls are only given the opportunity to study "boys" subjects if they make a special request to do so.

Ms Pamela Montgomery, a Labour councillor from Brighton, found her daughter Nicola was being offered one term of needlework and two terms of domestic science in her first year at Dorothy Stringer school, a 12-16 comprehensive. Boys in her class were being offered one term of metalwork and two of woodwork.

Nicola was keen to study metalwork. Three girls in her year had already made a special request for metalwork and had arranged "swops" with boys who wanted to take a "girls" subject.

After complaining about the arrangement, her daughter was allowed to take metalwork for one term without having to "swap" with a boy. She is currently taking domestic science for one term and, following a change in the school's curriculum, she will study woodwork next term.

A spokeswoman for East Sussex said the education committee voted last week to remove unequal opportunities in the craft curriculums of schools.

Coles Notes were bought as a substitute for the original texts.

But this week Mrs Angel Davey, vice chairman of the National Association of English Teachers, told *The TES* that while they might not be bought as a substitute, they were certainly read as such.

She believed the proliferation and success of study aids was one indictment of the "O" level examination system. "It suggests to me that exams test the wrong things, that they do not test a personal response to a text."

"These cribs stop children from grappling with the original texts and that to me is what English literature is all about."

It was "bad practice" for teachers to use study aids but a lot of them did. The most useful things they did were to summarize the action of a play or novel - if that was done accurately - and to pose questions. That could take some of the donkey work out of teaching, she added.

among polytechnic and college directors, was made to save time.

The method of selecting the new chief executive has added fuel to the institutions' anger about domination of the new structure by the local authorities.

A national body to run local authority higher education should cover the full range of polytechnics and colleges, and finance their advanced courses direct from the centre, the Council for National Academic Awards (CNAA) has told the Government.

The council, which validates non-university degrees, was commenting on last year's Government Green Paper setting out two possible models for a national body for polytechnics and colleges.

More than 2,000 teaching posts in polytechnics and colleges of higher education are expected to go next year as a result of the cut in funds announced by the Government on Tuesday.

The advanced further education pool has been set at £539m for 1982-83, which represents a cut in real terms of about 6 1/2 per cent since 1980-81.

The Government says the revised plans "imply a reduction of some 2,000 full-time equivalent lecturers in AFE between this year and next and corresponding reductions in non-teaching costs".

Overall, the polytechnics will have 5 per cent less to spend next year than they had in 1980-81, while the colleges and institutes will have 9 per cent less. The biggest cut for single

institutions will be 11 per cent for polytechnics and 15 per cent for other institutions.

The decision to treat colleges and institutes of higher education more harshly than the polytechnics was defended by Mr William Waldegrave, minister responsible for higher education, on Tuesday.

He told MPs in Commons Question Time that the colleges were suffering greater cuts now because they had not made the savings required of them in the last two years. It would have been extremely unfair, he said, to penalize the polytechnics.

Mr Waldegrave also explained the Government's decision not to advertise the post of secretary to the new national body for local authority higher education. He said the decision, which has caused great offence

## Rail dispute hits conditions meeting

Teacher's leaders reacted angrily this week to the postponement of a meeting to discuss their conditions of service because of the disruption to rail services by ASLEF the traindrivers' union.

The first meeting for six months of the Council of Local Education Authorities' schoolteachers' committee was due to have been held next Tuesday.

Items due to be discussed included the call for a national premature retirement compensation scheme to allow all teachers the option of retiring at 50 with enhanced benefits, changes in the collective dispute procedure and travelling and paternity allowances.

The meeting will be held "as soon as possible" after normal services had resumed on the railways.

## 2,000 poly jobs to go as cash axe falls

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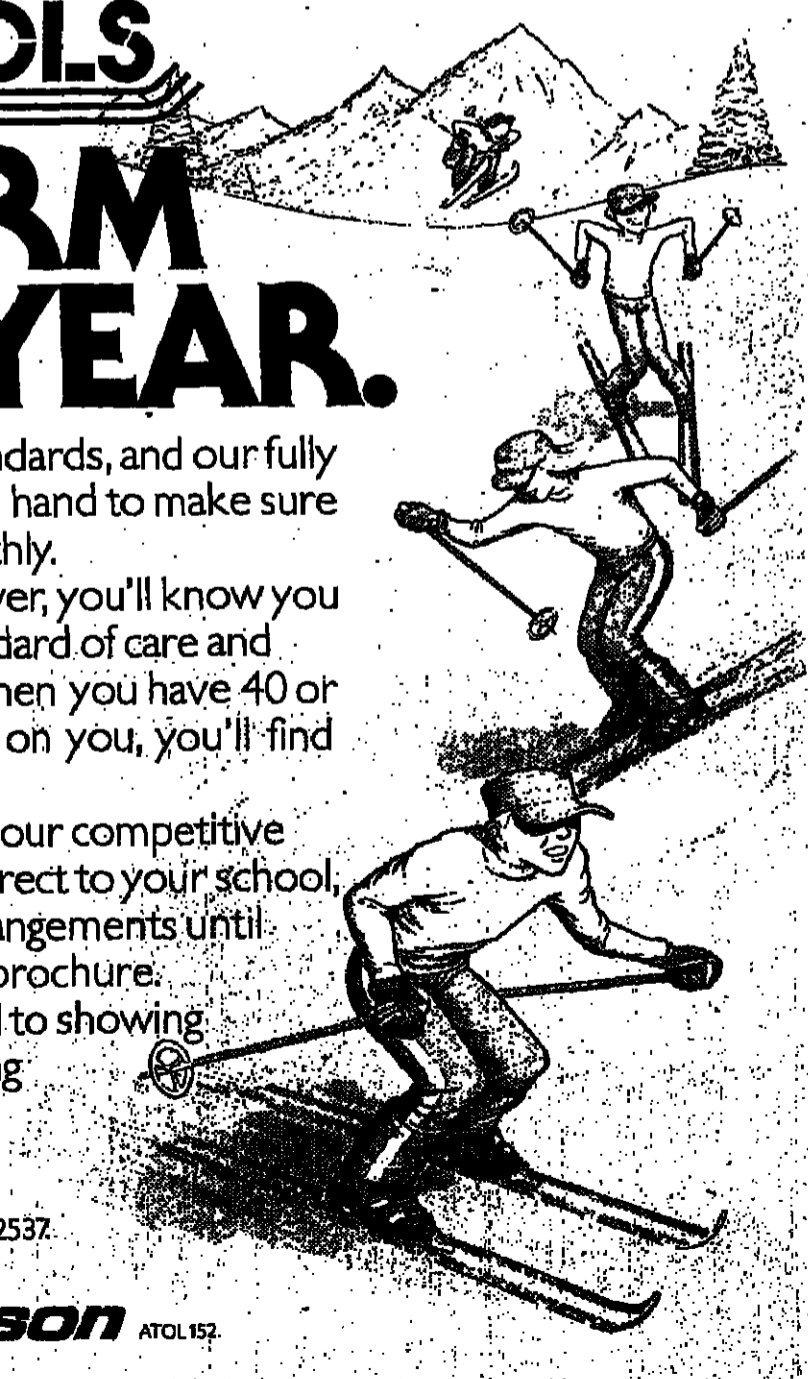
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# Government agrees to increase education weightings New grant rules favour cities

by Sarah Bayliss

Whitehall's assessments of how much local authorities should spend on education have been adjusted for the coming year, largely in favour of the London boroughs.

Some towns, particularly in the West Midlands, and a handful of county councils, notably Bedfordshire and Buckinghamshire, have also benefited - on paper - from changes in the methodology used by civil servants.

The Government has agreed that in assessing education spending needs there should be increased weighting given for the provision of nursery places, educating children with special needs, particularly the ethnic minorities, and paying back loan charges on school buildings. So, authorities like the London boroughs of Brent and Newham emerge with assessments 17 per cent higher than in the current year 5.5 per cent of the increase is assumed by the Government to be for pay and price rises.

The effect of the changes was revealed by Sir Keith Joseph, the Education Secretary, this week in answer to a written question put by Mr Christopher Price MP and chairman of the select committee on education.

He gave the grant related expenditure (GRE) assessments for education in 1982-83 compared with 1981-82, expressed in cash. The third column published here shows the percentage difference between the two sets of education GREs calculated by the TES.

Grant related expenditures are the Government's assessment of what local authorities should spend to provide a standard level of service. In total they are central to the distribution of block grant.

The authorities have consistently opposed the publication of GREs for the separate services since they fear this will negate councils' freedom to choose how and where they spend their total block grant.

However, behind the scenes the authority associations have been arguing the merits of particular weightings for parts of services. Mr Jack Springett, education officer of the Association of Metropolitan Authorities, said this week his association had "complained like hell" about the low weightings given to social factors in the current year's education GRE's. The AMA had

Grant Related Expenditure Assessments				Education GRE		
	1981-82	1982-83	Per cent increase	1981-82	1982-83	Per cent increase
<b>London boroughs</b>						
Barking	28.9	31.4	6.9	105.8	112.1	5.9
Barnet	51.4	57.1	11.0	38.3	41.5	8.3
Bexley	13.6	14.7	7.7	77.3	86.8	12.2
Brent	54.7	64.0	17.0	140.8	153.3	8.8
Bromley	53.5	56.8	6.1	61.6	66.9	8.8
Croydon	63.2	69.1	9.3			
Ealing	56.7	61.6	8.9	40.5	42.9	5.9
Enfield	30.7	35.2	14.6	50.8	54.7	7.6
Haringey	43.6	49.4	13.2			
Harrow	36.3	39.5	8.8	36.8	40.1	8.9
Havering	48.4	51.1	5.5	34.4	37.3	8.2
Hillingdon	44.4	48.5	9.2	60.0	65.1	8.5
Hounslow	39.1	43.8	12.0			
Kingston-upon-Thames	22.8	24.6	7.8			
Merton	39.4	32.3	-9.8			
Newham	47.8	56.0	17.1			
Redbridge	41.0	44.6	8.7			
Richmond-upon-Thames	23.8	25.6	7.5			
Sutton	31.2	33.1	6.0			
Waltham Forest	42.5	46.2	13.4			
Inner London Education Authority	459.3	516.7	12.4			
<b>Metropolitan districts</b>						
Birmingham	215.4	240.6	11.6			
Covey	69.2	75.2	8.6			
Dudley	56.9	62.2	9.3			
Sandwell	64.5	72.0	11.6			
Solihull	43.5	46.9	7.8			
Walsley	57.4	63.0	9.6			
Wolverhampton	57.2	64.9	13.4			
<b>County councils</b>						
Avon	165.9	179.0	7.8			
Bedfordshire	102.1	117.0	14.5			
Berkshire	133.4	147.0	10.1			
Buckinghamshire	112.7	125.8	11.6			
Cambridgeshire	109.1	121.1	10.9			
Cheshire	104.5	118.9	13.8			
Cleveland	125.2	136.1	8.7			
Cornwall	78.4	85.3	8.8			
Cumbria	95.9	101.5	5.8			
Derbyshire	174.2	189.0	8.5			
Devon	164.9	179.1	8.6			
Dorset	96.8	106.7	10.2			
Durham	116.9	123.5	5.6			
East Sussex	101.3	109.3	7.8			
Essex	283.2	307.9	8.7			
Gloucestershire	96.3	103.7	7.6			
Hampshire	290.0	304.7	5.0			
Hertfordshire	123.1	135.4	10.4			
Hereford and Worcester	198.2	212.3	7.1			
Humber	173.9	188.3	8.3			
Humberside	101.7	109.3	7.4			
Isle of Wight	281.1	304.4	8.3			
Kent	273.7	294.6	7.6			
Leicestershire	169.5	186.2	9.8			
Lincolnshire	108.1	116.2	7.3			
Norfolk	126.1	136.0	7.8			
North Yorkshire	128.5	137.2	6.7			
Northamptonshire	104.9	117.5	12.0			
Northumberland	57.1	63.0	10.3			
Nottinghamshire	201.6	212.7	5.5			
Oxfordshire	99.3	108.1	8.8			
Shropshire	77.0	83.4	8.4			
Somerset	79.2	85.8	8.3			
Staffordshire	199.8	217.4	8.8			
Suffolk	106.7	117.9	10.4			
Surrey	173.6	185.0	6.3			
Warrickshire	96.0	104.2	8.5			
West Sussex	110.3	117.3	6.3			
Wiltshire	102.6	111.2	8.5			

welcomed the increased weightings for next year, particularly the double weighting given for educating children born outside the UK, or who are non-white.

"We have secured a number of significant changes in the way the GREs are built up," he said.

However, the Conservative-controlled Association of County Councils has been disappointed by the new GREs. "We've lost tens of millions of pounds through the shift which is mainly in favour of London", an officer said this week.

By chance the Government's decision to assess the cost of loan charges according to actual payments rather than by an average cost per pupil, has given a not advantage to the shires, Bedfordshire and Buckinghamshire, which have increased GRE's by 14.5 per cent and 11.6 per cent respectively. Both have large outstanding debts on new school buildings.

It is generally agreed that more accurate assessments of the need to spend on education will lead to more accurate total GRE's. And these matter because up to the GRE a council receives a consistent level of rate support grant; beyond the GRE threshold, grant tapers off and, as in the case of the Inner London Education Authority, can disappear altogether.

It must be stressed that GRE's are not necessarily what authorities actually spend, although in the past

few months Mr Michael Heseltine, the Environment Secretary, has quoted total GRE's more and more often as spending targets.

The Government has estimated that about a third of English local authorities will spend at or above their total GRE's for 1982-83. For those authorities the percentage increase shown here in the education GRE's for 1982-3 have the most meaning and could have an influence in winning education a greater share of resources during budget-making in the coming weeks.

Mr Tony Lonney, education officer for the London Borough of Haringey, where the education GRE has risen by 14.2 per cent for next year said: "We are not ungrateful for a more generous GRE but it has very little relevance." He explained that his borough was some \$100 over its GRE this year and was likely to be next year. It had a spending target higher than its GRE for next year but this would still mean a 7 per cent cut in services if it was achieved.

Mr Roy Harding, education officer for Buckinghamshire, said his county's 11.6 per cent increase was due partly to the changed weighting for debt charges and for non-white children. "It's a better GRE than we had last year but it still doesn't take account of our growing pupil numbers."

# Labour attacked over plans to outlaw the cane

by Biddy Passmore

The Labour Party move to outlaw corporal punishment in schools is just another example of political interference against the wishes of parents and teachers, Dr Rhodes Boyson, education junior minister, said at the weekend.

"Sitting at a Conservative meeting in Stroud," he said "it was vital for mainstream schools to respond to the wishes of parents. The independent schools were comparatively successful because they had to be directly responsive to the

needs of the consumer - the parent or they closed down. Surveys had shown that parents wanted high standards in behaviour, good discipline, and moral and religious education." Dr Boyson stated. "Religious education is still the fourth 'R' that puts parents to bed," he continued, "and this also applies to the minority ethnic groups who, where they are present, children need to be taught the tenets of their religion."

# School to work

Edited by Mark Jackson

## Open Tech aims to start build up this autumn

The Government wants to begin setting up the Open Tech before this year ends, as the system to help people of all ages to learn technology. A task group from industry and education which met for the first time this week has been told to report by the summer with an action programme for the autumn.

The task group of one woman and 13 men headed by the director of Sheffield Polytechnic, Dr George Tooley, will recommend which parts of the country should be used for the pilot schemes. Colleges and agencies chosen will be expected to offer new ways for students, part- or full-time, to study for technician level and supervisory qualifications. The aim is to give adults a chance to retrain for better jobs, one of the three objectives of the Government's New Training Initiative.

The group will also be expected to produce more precise indications of

the likely cost of developing and operating the new system than the loose estimates put forward so far by Manpower Services Commission officials. Officials suggested when they published their consultative proposals last May that the development phase of the project would cost between £6m and £10m a year and take four to five years. The Government is now insisting that this stage should be accelerated by at least a year.

The task group includes Mr Clifford Rose, British Rail's manpower chief among its industry members. The director of education for Sandwell, Mr G. A. Brinsdon, as well as officials of further education, educational technology, and examining bodies, together with college and university staff, represent education. Ms Carol Bailey, of the TUC's education committee, is among three union representatives, who will be joined by a fourth yet to be chosen.

## Study group attacks YTS

Sport and arts activities should be among a broad range of education choices offered to the young unemployed, says a report issued this week. The proposal comes from a study group backed by some of the world's top industrialists.

The Government's new Youth Training Scheme is "attacked as too narrow and too short by the group, part of an international operation being funded by industry, research foundations, governmental agencies and unions to find way of tackling unemployment, and headed in Britain by Sir Monty Finniston. It proposes that the Government's scheme should be replaced by a two-year programme offering a much wider concept of education and training.

The group asserts that the development of personal qualities and life skills are becoming much more important in preparing youngsters to earn their living, and that much formal education training is irrelevant or out of date.

It proposes that unemployed youngsters should be offered a year of practical education, followed either by a year of advanced activities of the same kind or of formal skills training in industry.

For the first year - and the second if they wished it - youngsters would be able to choose from a range of modules which would include: sport, recreation, and initiative schemes. The group proposes that the youngsters should be paid £23.50 a week, as compared with the £15 or so that the Government says it will give to trainees in the YTS. But the report claims that it will cost around the same overall - about £1bn a year.

They say this can be done by farming out the programme to be run locally "on a franchising basis". Local authorities, voluntary organisations, educational establishments, hospitals, firms, and, they say, individuals, who can provide facilities for the youngsters or use their services, would enter into contracts with a central licensing organization.

Youth unemployment: the appropriate response. *Jobs in the 80s, 2 Tudor Street, EC4Y 0AA.*

Merchant navy cadets are being jettisoned as Britain's shipowners go on cutting their payrolls in response to the world recession. This week the head of a leading marine school warned that the country is no longer training enough officers to keep the bridges of its merchant fleet manned.

The warning came from Captain David Robinson, who heads the nautical science department at South Shields marine and technical college, one of three colleges in England and Scotland which provide the off the job training for the merchant marine's future deck officers and engineers. The training scheme, the equivalent of other industry's apprenticeships, involves a year afloat and three years at a college.

Capt Robinson says the number of deck cadets taken on by shipping lines, 900 three years ago, will be down to 250 this year. The South Shields college's intake will fall from 190 to well under 100. "We will be lucky to take 60 in the current year," Capt Robinson says.

Because it takes four years to certificate a cadet, student numbers currently going through college are holding up as previous intakes work their way through the system. But in four years' time, Capt Robinson says, there will be a shortage of deck officers, assuming a merchant fleet of its present size of about 1,000 ships.

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# Sinking cadet intakes threaten red ensign

by Richard Capstick in South Shields

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## Vocational emphasis questioned

A report published by the Department of the Environment this week questions the emphasis given to vocational preparation and training by the education service and the Manpower Services Commission. It says that improving school leavers' qualifications can have little effect on employment if there are not enough jobs for them, and asks what youngsters are to be prepared or trained for.

The report is produced by researchers from the William Temple Foundation at Manchester Business School, who have been studying the labour market for young people in part of Salford under the DoE's inner cities research programme. The department does not accept any responsibility for the researchers' views.

Describing local initiatives to improve young people's job prospects in Ordsall, the district studied, the researchers say that whatever such efforts do to help the youngsters in other ways, they have only a marginal effect on levels of employment. They say the danger of "practical" proposals to improve the schooling and qualifications of young workers is that they tend to obscure the facts of dwindling labour demand.

The researchers organized forums of employers, teachers, and the careers service, which they say disclosed that there were apparently irreconcilable differences in the aims and priorities of the different groups involved. The discussions suggested that while employers wanted better vocational preparation and might be prepared to help projects to create new forms of employment, their own operations were constrained by other considerations. Similarly, while schools might want to consider new forms of provision, their curricula decisions involved wider objectives than just preparing pupils for jobs.

Young people and the labour market: a case study by Graham Markall and Dan Finn, the William Temple Foundation, Room F21116, Dept of the Environment, 2 Marsham Street, SW1P 3EB. £3.75p plus 48p, p&p.

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Australia/Bill Purvis

# Senate keeps tertiary fee ban

SYDNEY: The Australian Senate has again rejected moves by the Federal Government to charge tuition fees for tertiary students taking second or higher degrees.

All tuition fees at tertiary institutions were abolished by Mr Gough Whitlam's Labour government in 1976.

In the federal budget introduced in August this year, Mr John Howard, the treasurer, indicated that students reading for a second or a higher degree would have to pay tuition fees from the start of this year.

However, when the Government's Bill on general funding for tertiary institutions came before the Senate last month the upper house rejected the legislation because it incorporated the tuition fees proposal.

The Liberal-Country Party Coalition lacks a majority in the Senate, so in order to get the balance of the tertiary education legislation through, it separated the fees proposal and sent it back to the Senate in a separate bill.

Now the Senate has rejected it again.

More than 4,000 students are

affected by the fees decision - and at an average of some A\$1,000 (£591.7) a year the total revenue is only some A\$4m (£2.3m).

However, students and universities expressed concern that it was the think edge of the wedge and feared that the Government would then move to introduce fees for all tertiary courses.

Australia's oldest university - Sydney - is not noted for its radical stance on social issues, but the university senate last month decided to tell the Federal Government that it was unwilling to collect the fees on the Government's behalf.

The second rejection of the fees legislation could create the scenario for a constitutional crisis. The Federal Government may bring the Bill back in three months and if it is rejected again, may then go to the Governor General and ask for a double dissolution of both houses.

Federal elections are not due for two years but if the Senate continues to block government legislation Mr Malcolm Fraser, the prime minister, may feel that tertiary students' fees are a sufficient basis for the risks involved in a general election.

# 'Lite' on literacy Advertisers accused of casting a bad spell

SYDNEY: Australian television advertisers have been criticized as being among the major offenders contributing to illiteracy in children.

At a recent seminar in Brisbane, Mr Neville Hewitt, Queensland's environment minister, accused television producers and advertising agencies of "bastardizing" the Australian language.

Mr Hewitt was referring to the increasing tendency of advertisers to purposely misspell words to increase the sales impact of a product. Words like "beanz", "lite" and "kleen" may be a gold mine for advertisers, but Mr Hewitt says they are contributing to the functional illiteracy of about half a million people under the age of 25 in Queensland alone.

The Australian Council of Adult Literacy endorsed Mr Hewitt's complaint at its first national conference in Brisbane.

Republic of Ireland/John Walsh

# School numbers increase again

DUBLIN: The Republic's school numbers have increased once again, according to latest statistics. Twenty-six per cent of the state's population is in full-time education.

The statistical report for the academic year 1979-80 shows that full-time pupil numbers went over the 900,000 mark for the first time. In the year under review, there were 565,742 full-time primary pupils, 295,592 secondary and 38,890 third level students.

But detailed statistics reveal a continued decline in specific areas. For instance, the percentage participation by four-year-olds dropped to 54.1 per cent of the total number of four-year-olds in the country.

It has been slipping for a number of years and the Education Ministry

has seized on this drop as backing for its controversial decision to raise the school entry age to a minimum of four-and-a-half years.

The numbers of nuns, brothers and priests in the Catholic secondary schools also continued to decline. In the year under review there were 2,168 religious and 9,302 lay teachers receiving incremental salaries in the Catholic secondary schools, which cater for over two thirds of all secondary pupils.

Also declining was the number of men training for primary school teaching. In November 1979, only 405 men were in the colleges of education compared with 2,228 women.

More women continued to enter further education colleges. There

were 16,805 women in such colleges in the year under review compared with 22,085 men. But it was in the universities and teacher training colleges that proportionately the greatest concentration of women was found; in the technical colleges they were outnumbered two to one.

Subject choice at the secondary level is obviously a determining factor in further education choices and the report shows how girls are, willingly or unwittingly, largely precluded from pursuing technical courses.

Of more than 45,000 girls in the upper end of secondary schools, only 114 were studying technical drawing, and 10 studying building construction, while only a solitary girl was taking mechanics.

Finland/Donald Fields

# Textbook writers accused of Soviet bias

HELSINKI: Allegations of a pro-Soviet, anti-American bias in Finnish school textbooks have drawn a low-key response from the education authorities in Helsinki, who see no reason to revise the controversial texts.

The debate was sparked off with the publication in *Kanava*, a political-cultural review, of an article by Professor Larry L. Shaw, an American educationist. After being seconded to Helsinki University for a year, Professor Shaw concluded that modern history books in ostensibly neutral Finland displayed clear pro-Soviet leanings.

Given Finland's location, Dr Shaw's figures on the relative coverage of Soviet and US affairs in four books analyzed (68-32) may not be surprising. But the overwhelming lead of the USA in the mix of unfavourable pictures (85-14) is debatable in a country priding itself on democratic, pluralistic institutions, and on striking a balance between East and West.

Dr Shaw is at his most persuasive when comparing the "treatment of skeletons in each country's historical cupboard, such as race troubles and the Vietnam war" for America, and human rights violations and the crushing of the Prague Spring Uprising by the USSR. "It is hard to find a single critical analysis of Soviet historical events," he writes. "When some sort of criticism would be justified, the text is cautious and restrained."

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Helsinki University library: striking a balance

and omit all mention of Stalin's annexation of the Baltic states in 1940, a fate that Finland escaped despite its similar geographical position.

Dr Shaw is not alone in detecting a marked slant. In a letter to the country's largest newspaper, *Helsingin Sanomat*, Mr Kari Komulainen, a Finn who has just completed a similar study, effectively demolished a textbook for the seventh and eighth forms (ages 14 and 15), *Maailma ja Me (The World and Us)* by Matti J. Castrén and Reino Rilkonen.

"The section on the USA looks like an expose of blemishes in the nation's life," Mr Komulainen wrote. "The only problem in the development of the Soviet Union appears to have been the drought of 1946 that hampered agriculture. The book deals with Angela Davis and the Black Panthers, but there is no mention of Soviet dissidents."

All books used in schools must bear the Board of Education's seal of approval. An inner sanctum comprising the board's director-general, two senior directors and five depart-

United States/Peter David

# Reagan calls charitable status 'misunderstood'

# Tax policy angers race leaders

WASHINGTON: A bizarre sequence of policy shifts last week left the Reagan administration locked in public controversy over its attitude to racial discrimination in schools and colleges.

The episode began with an unheralded announcement that the government intended to grant tax-exempt status to private schools which had been denied it by previous administrations for 12 years.

It took an abrupt turn precisely four days later with a personal statement by the President saying the new policy had been "misunderstood" and promising to introduce legislation restoring the status quo.

But it is unlikely to end without bitter confrontations in the courts between the government and civil rights groups which believe that President Reagan wants to end the government's role in preventing discrimination.

The policy reversed by President Reagan last week had been in force since it was introduced by President Nixon in 1970. Designed to prevent discrimination in private schools, it allowed the Inland Revenue Service to withhold tax exempt status from any such institutions refusing to declare their opposition to discrimination.

Explaining the Reagan administration's decision to end the policy, government officials said that the President did not intend to encourage discrimination, but believed that the 12-year-old policy had become excessive powers to the revenue service.

Four days later, following fierce criticism from civil rights groups, Democrats and the national media, President Reagan issued a personal statement clarifying his position.

"I am unalterably opposed to racial discrimination in any form. I would not knowingly contribute to any organization that supports racial discrimination. My record and the record of this administration are clear on this point," he said.

"I am also opposed to administrative agencies exercising powers that the constitution assigns to the congress. Such agencies, no matter how well



Benjamin Hooks, head of NAACP

intentioned, cannot be allowed to govern by administrative fiat.

"That was the sole basis of the decision announced by the Treasury Department last Friday. I regret that there has been a misunderstanding of the purpose of the decision."

The President said that the right thing would now be to enact legislation which will prohibit tax exemptions for organizations practising discrimination. Officials pointed out, however, that the 12-year-old policy would remain suspended until congress reinstated it.

Civil rights groups, infuriated by the President's action, refused to be appeased by his promise to enact legislation. In blunt public statements, many influential groups said that far from being "misunderstood", the administration had simply moved too rapidly in a cynical campaign to withdraw the federal government from the race relations arena.

Mr Norman Chachkin, a lawyer for the Lawyers Committee for Civil Rights Under Law, said the President's decision revealed the true colours of his administration. "This administration does not believe it should bother with racial discrimination," he said.

Mr Benjamin Hooks, head of the National Association for the Advancement of Coloured People, accused the President of "pandering

to the worst racist attitudes in this nation".

The President and his advisers appeared to have been caught off-balance by the extent of public hostility towards the measure. Both the influential *Washington Post* and the *New York Times* carried strong editorials criticizing the President.

The latter described the administration's action as "picking the pocket of every American taxpayer to subsidize racism in education... the new Reagan rule is that a school with a racist admission policy is just as worthy a charity as a school that admits all races".

Only after these announcements did the administration decide to issue a second statement promising to enact legislation restoring the original tax-exempt rule. A White House spokesman said that senior black members of the administration had told the President that his action had been widely misunderstood.

But Mr Reagan's second statement came too late to replace the lid of a legal Pandora's box. By revoking the tax-exempt rule, the President cut across a pending Supreme Court hearing in which two institutions - the Goldboro Christian Schools in North Carolina and the Bob Jones University in South Carolina - were appealing the revenue service's decision to deny them tax exempt status.

An immediate consequence will be that about 100 private schools which have refused to renounce discriminatory policies will be given tax exempt status.

By the end of the week, however, the administration was facing the first legal challenge to the new rules. The Lawyers Committee for Civil Rights under law asked a federal judge to declare the administration in contempt of a 1971 Supreme Court order declaring that the granting of tax exemptions to schools which discriminated was unconstitutional.

The NAACP too said that it would be asking the Supreme Court to proceed with the Bob Jones hearing and rule that the new rules violated the tax laws.

France/Barbara Casasus

# Universities regain control over foreign admissions

PARIS: The harsh conditions under which foreign students now enrol in French universities, introduced under the last government, have been eased read.

After several months of discussions and various last-minute changes, the strict enrolment system - one of the causes of widespread student unrest last year - was modified to give control over foreign students' admission back to universities and to disband the national commission set up in 1980 to handle applications and assign students to establishments of their choice.

However, three provisions of the procedure for first degree students (second and third degree applicants will now all be treated the same as their French counterparts) are maintained, although they are less rigorous. Candidates must prove they are entitled to enter higher education in their country of origin, must sit a French-language comprehension examination and must select two preferred universities outside the Paris area, unless they already live in the capital. If rejected by both establishments, the students may ask the education ministry to direct them to a third.

Nonetheless, the previous governments' majority was far from unanimous in supporting the regulations. A parliamentary commission of enquiry on the French language, presenting its report just after the main 1981 Presidential election, advocated greater flexibility in the admissions procedure and pointed out that an important incentive for French to be included in the secondary school curriculum in non-francophone countries was the prospect of studying in France.

Although some of the restrictions remain, M Alain Savary, Education Minister, has a totally different approach to the issue of foreign students from that of his predecessor. "France is honoured" by the applications, but must ensure that the students benefit from the education offered and that the opportunities opened in France do not detract from the development of third world countries universities, he said.

New Zealand/Lindsay Hayes

# Brighter prospects for leavers

WELLINGTON: This year's school leavers face brighter job prospects than last year's, according to the ministers of Education and Labour, Mr Merv Wellington and Mr Jim Bolger.

The annual schools' break-up saw an estimated 54,000 pupils leave secondary school for the last time. About 2,000 of these are seeking work. The remainder plan to go onto tertiary institutions.

Figures for the end of November, the latest available, show 2,886 registered unemployed school leavers, compared with 3,208 for the end of November 1980.

But school heads disagree with the rosier forecast. They are preparing for their worst "planning headache" on record, because of the increase in upper school pupils who have said they will return next year, due to the job scarcity and irrespective of examination results.

Israel/Benny Morris

# Illiteracy clash

JERUSALEM: A long-standing dispute between the Education Ministry and the Israel Defence Forces was re-ignited last week when the ministry accused the army of "disseminating useless statistics" on the extent of illiteracy among Israel teenagers.

The ministry also charged that the IDF was failing to coordinate its educational activities with the ministry.

The issue surfaced again when IDF chief of staff Rav Aluf (Lieutenant-General) Rafael Eitan, in a public speech, claimed that there are now some 30,000 to 40,000 conscription aged youths who are illiterate, and that 10,000 of these have been educated in IDF crash courses.

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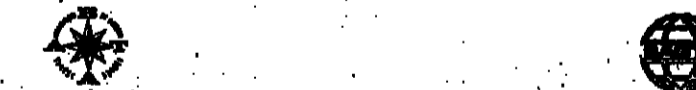
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features

It is 75 years since General Baden-Powell held an experimental camp for a mixed bunch of 22 boys on Brownsea Island in Dorset, and the Boy Scout movement took off with a bang that surprised no-one more than its founder.

Against all the odds, the scouts still seem to be flourishing. In Britain the movement survived both a major reform and an enormous expansion of both numbers and activities, without apparently losing many of the old Baden-Powell certainties and simplicities about the needs of boys and of society.

Membership in the United Kingdom, which rocketed to 108,000 within two years of the publication of Baden-Powell's *Scouting for Boys*, now stands at more than 644,000. Cub scouts - the eight to tens - are booming, with nearly 400,000. Venture scouts - the 16s to 21s - have increased by 12,000 in the last 10 years, and there are now 34,000 of them. And although there has been a decline in the number of actual scouts - the 11 to 15s - since they reached a peak of 207,000 in 1977, there are still more than 200,000 of them.

If scouting began on Brownsea Island, modern scouting in Britain began in 1966, 25 years

**'There are still small pockets of schismatic Baden-Powell scouts, dressed in bush hats and shorts and sticking to the old law'**

after the death of the founder, when the movement decided to modernize itself. A Chief Scout's Advance Party set out fairly radical reforms, and (not without some trauma) they were accepted.

Bush hats and shorts were abandoned in favour of berets and trousers. Boys were no longer required by their law to smile and whistle under all difficulties, to obey orders of parents, patrol leaders and Scoutmasters without question, to be thrifty, to be clean in thought, word and deed, and to be a friend to animals.

Sir William Gladstone, an ex-head of Lancing College, who became Chief Scout (just after the reforms (and retires next month) says: "B-P had been worshipped by a generation, and after 60 years it was vital to show that scouting could change, and have an impact on different generations. It was almost change for change's sake - we had to change the image."

He says it's taken a good 10 years to get people to notice the change, "to expect scouts to be like scouts now, and not like they were 50 years ago." Some scouts never accepted it - there are still small pockets of schismatic Baden-Powell scouts around the country, dressed in bush hats and shorts and sticking to the old law.

The "Baden-Powellites" believed that what they saw as dogmatic progressivism was losing "the indefinable something for which we didn't mind making fools of ourselves in short trousers."

Major General Michael Walsh, the incoming Chief Scout, who until recently was head of Army training, says that one of the first things he noticed was how very anonymous Scouts

**'Admitting girls makes it more difficult for the lads to go off and climb the Matterhorn'**

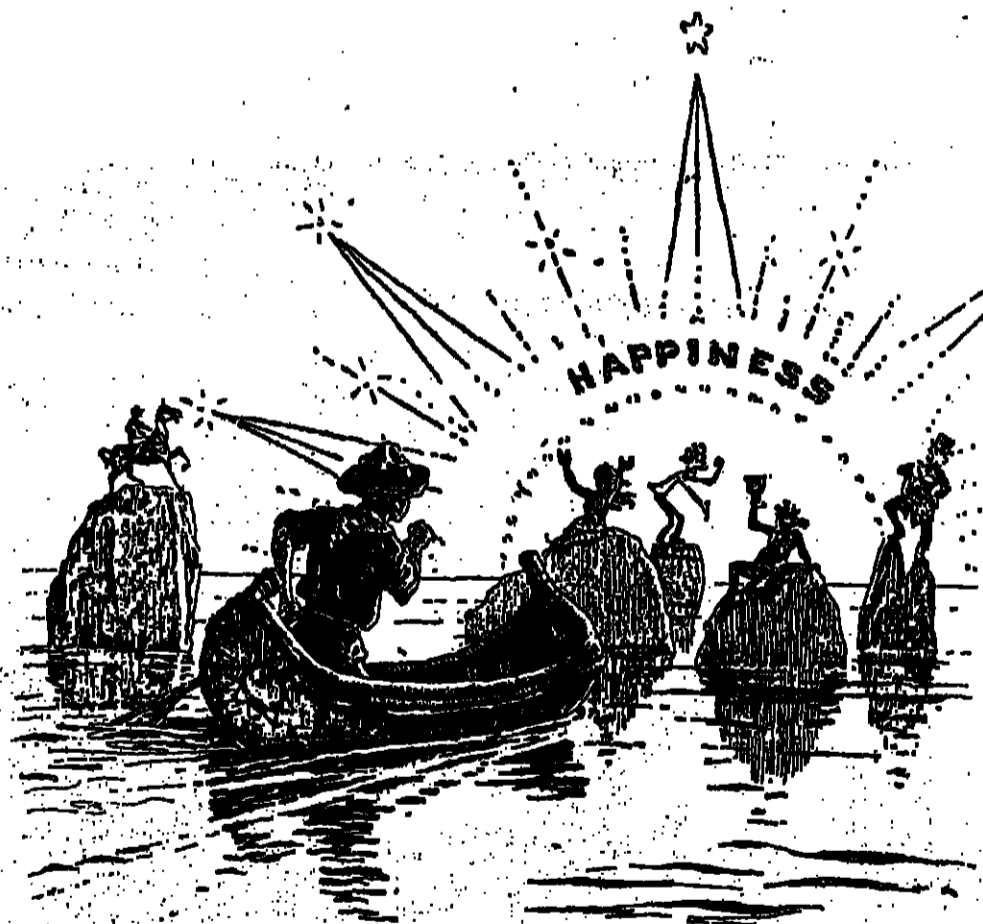
have become since his own distinguished Scouthood - (he was a King's Scout with the Gold All-Round Code). "They throw anoraks over their shoulders and stuff their berets in their pockets."

He's not sure that the anonymity is a good thing: "Ask me in a year's time... But he was pleased to find that the changes were fairly superficial. "There's no change in the motivation. The promise, law, ideals and traditions laid down 20 years ago are still there and looked at."

Another side of the reform was an attempt to change the training of scout leaders. The leaders are selected by local (panels) and checked off against a headquarters black list of

On Monday the Year of the Scout begins, celebrating 75 years of a movement which now has 15 million members world-wide. Virginia Makins reports on reforms, divisions and current attitudes within the British scout movement

# GOOD DEEDS IN A NAUGHTY WORLD



- The old Scout Law
- A Scout's honour is to be trusted.
- A Scout is loyal to the Queen, his country, his Scouters, his parents, his employers and to those under him.
- A Scout's duty is to be useful and to help others.
- A Scout is a friend to all, and a brother to every other Scout, no matter to what country, class or creed the other may belong.
- A Scout is courteous.
- A Scout is a friend to animals.
- A Scout obeys orders of his parents, Patrol Leader, or Scoutmaster without question.
- A Scout smiles and whistles under all difficulties.
- A Scout is thrifty.
- A Scout is clean in thought, word and deed.

people convicted of crimes against children. Then they have to do some training.

In the hey-day of reform, according to some scouters on the ground, the movement's training centre at Gilwell Park went through a serious bout of "educationitis". There were "mountains of bum" about the needs of growing boys, the counselling function of scout leaders, and so on. "The whole thing went down like a lead balloon - what people wanted to know was how to light a fire with two matches", said a field commissioner.

Now the training has got even longer - but part of it has gone back to being much more practical. New recruits have to do 22 hours training within a year, 12 hours of it is scouting skills, like knots and camping.

The big push from the trainers at the moment is to devise a style that will encourage leaders to lay on something that will keep boys

**'There are still plenty of scoutleaders who are known as Hitler by their troops'**

over 13 in the movement. New leaders have to do projects which force them to listen to boys and involve them in decisions. There's a lot of emphasis on leadership styles, and leaders fill in checklists to discover whether they are telling, persuading, consulting, joining in sharing.

Derek Twine, who is in charge of "By Programmes", says: "Older scouts are often used as junior instructors for younger boys. We've got to give them more worthwhile activities, and much more responsibility in planning their own programmes."

The "boy programmes", both for cubs and scouts, had already widened a lot - archery, as well as gang shows, activities like electronics, archaeology, astronomy, bell-ringing. "We can respond fairly fast to changing interests. A couple of years ago we put a skateboard option into the sportsman badge. This year we might do something on radio," says Derek Twine.

Some leaders on the ground disapproved all this choice: "Boys take the soft option



features

Scouts these days do an enormous range of things, from exploring Egypt to a great deal of community work in hospitals, manning life-boats or whatever. They also have a successful "extension" branch for handicapped scouts.

With a movement staffed by volunteers, it is not always easy to get the headquarters' ideals over to the troops on the ground. There are still plenty of scoutleaders who are known as "Hitler" by their troops. One parent commented: "If they can deal with 'Skip' at the age of 14, they'll be able to deal with any b-minded authoritarian foreman or boss all

The cubs are a much easier bet - there are long waiting lists to join many packs. They still wear their shorts and garter tabs with enthusiasm, yell for the pack, and bear fingernail inspections with surprising equanimity. In fact cub leaders' main complaint seems to be the non-participation of parents. "They look on us as the cheapest baby sitters in town" said a Liverpool leader.

No doubt most parents are happy to hand over the pep talks about clean shoes and respect for grannies to the cub leaders - though these days they're unlikely to escape

authoritarian leadership. But the main objective was always to develop boys' initiative and confidence and autonomy.

The reforms went furthest with the venture scouts - who replaced B-P's old Rover Scouts after the reforms. Venture Scout units now plan all their own programmes. But, even more radical, they admit girls. The mixed venture units seem a great success with the scouts themselves. I asked a Birkenhead group, busy recording a weekly taped newspaper they do for the blind, what they liked doing best. "Discussing", they said. "We do a lot of discussing. And listening to music. And hiking."

This unit had, in two years, generated two marriages and one engagement. This kind of result worries some scouters. "Admitting girls changes the nature of the activities," said one. "It makes it more difficult for the lads to go off and climb the Matterhorn."

There is still no sign of co-education coming to the younger boy scouts and the guides - though links are very close in a couple of counties. In Holland, co-educational scouting



Changing styles and activities at the Scout Jamborees of 1929 and (above and left) 1982

through their lives". But in this particular troop, boys put up with both "Hitler" and the old Brussel Sprouts ridicule from school friends, and turn up regularly with their woggles in place for scouting. "How else can you do abseiling and white water canoeing here," said one.

In more progressive troops, boys are less likely to keep their neckerchiefs on. "They're back in their tee shirts within minutes", said a gentle leader in Birkenhead - a policeman by day. "It gets their backs up if you show a heavy hand - they know we're only small in numbers, and if they stop coming, we're done for."

"But there's still a certain amount of respect - they'll make the effort to turn out properly for church parade." I asked what the kids liked about scouting. "The physical things - hiking and parascending. If you mention the annual camp they'll be flocking round."

the endless fund-raising that marks all scouting activities. I talked to one group of parents as they collected their cubs before Christmas. One father went to see what was happening and came back with a grin. "She's telling them to look out for ways to help us over Christmas", he said.

Both with cubs and scouts, the core of the "programmes" and the things the boys seem to enjoy a lot are the old Baden-Powell backwoods activities. And the renewed emphasis on getting boys to plan their own activities and take charge of their own lives was the key element in Baden-Powell, with his councils of patrol leaders (for scouts) and Sixers (for cubs).

You might even say scouts were, until very recently, rather ahead of other branches of the youth service in encouraging boys to run their own programmes. It may not always have worked out on the ground, given rigid and

suggested that they were attracting a particular type of boy: "I would bet today's Tenth cub scout is tomorrow's Crosby voter." But scouting does seem to go down well almost everywhere else - with working and middle class children, in rural, urban and suburban districts.

The scouts are also at present providing training grounds for young people who would

**'They still need outdoor challenges, something that will make a boy say, "Whew, cor, I've achieved something."'**

not be seen dead in a woggle by linking with Manpower Services Commission schemes. There are several groups of MSC trainees round the country, working on scout camp sites and activity centres.

Although these are not exactly scouting schemes - the instructors are not necessarily anything to do with the scouts - the movement takes a keen interest. A project I visited on a camp site outside Manchester seemed Baden-Powell at its best. The MSC trainees were doing rugged outdoor work, clearing and draining and bridge building, and being given plenty of responsibility for planning their own work.

"I give them a problem and step back and let



started a few years ago, and is considered a success. But it could be there will be new overtures to the Guides in the 1980s - General Walsh was the man who got the Woman's Royal Army Corps Officer Cadet school at Camberley together with the Royal Military Academy down the road at Sandhurst.

General Walsh is one of the people who believes that the crucial middle age-range of scouting will attract more boys if it concentrates now on the old outdoor backwoods and survival activities. "We've got to provide more adventure training, getting boys to pit themselves against the elements. They may be more sophisticated these days, but they still need outdoor challenges, something that will make a boy say: 'Whew, cor, I've achieved something.'"

In the past 10 years, the scouts have started ambitious schemes - called things like Scoutreach - to spread their work into the difficult areas of inner cities. They have had some successes - not least with a few all-Asian troops for Sikhs and Muslims who do not want to integrate.

But as Sir William Gladstone, who did a lot to encourage these programmes, is the first to admit, success has been very limited. "The problems of getting organized youth programmes going in these areas on a voluntary basis are almost insurmountable", he says. "He thinks it unrealistic to hope that scouting could do much to help children in inner cities: 'If the difficulties were not so monstrous, they would have been solved years ago.'"

Still, they keep trying. A new attempt has just been made in Manchester's Moss Side, where a worker has found half a dozen potential local leaders for scout groups in a few weeks. Other ex-scouts have been setting up scout-like activities for young people in depressed areas, often with Manpower Services Commission grants.

There are, of course, some scout groups in inner cities - though one Liverpool scouter

them work it out", said one instructor. "What's wrong with them is lack of confidence" - said another. "We're not teaching them - we're drawing them out." Nine of the boys have found jobs since the scheme started last March, and the trainees seemed surprisingly enthusiastic about the scheme.

One great strength of the movement remains their determination not to be seen as conventionally educational. "We're not teaching boys," said a Liverpool group scout

**'The scouts are providing a training ground for young people who would not be seen dead in a woggle'**

leader fiercely. "We're helping boys to grow up following a set code. Scouting is a unique opportunity for lads to work with adults on equal terms."

So, after the spasms and schisms of the 1960s reforms, the scouts seem set fair for many decades to come. There are difficulties - not least paying for the increasingly expensive and ambitious programmes. It's likely that the 1990s will see a return to simpler, old-style outdoor scouting, with local camps and hikes, partly because of cost, but also because people feel things got a bit fancy in the extravagant 1970s.

And the old Baden-Powell games still attract a good many clients. No doubt the reforms - not least the end of shorts - had a lot to do with the growth in numbers: through most of the 1970s. But it's the camps and raft-building that still seems the key element for both leaders and boys.

John Co Life















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David Whitehead on a Festschrift for Alec Cairncross

Changing Perceptions of Economic Policy. Edited by Frances Cairncross. Methuen £11.95.

This collection of papers derives from a conference held at Oxford in March 1981...

Sir Alec Cairncross analyses the role of economic advisers, depicting the growth of the economics industry with a light touch...

devoting more effort to the training of administrators in Economics.

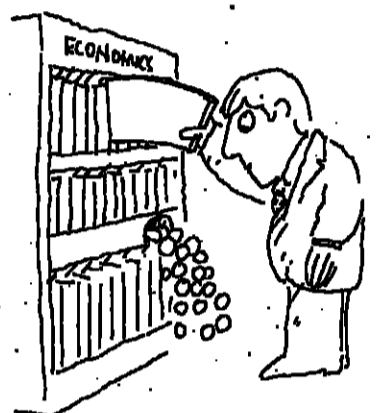
Most chapters are of principal interest to economic historians, though the Keynesian interpretation of events sheds little new light.

Sir Henry Phelps Brown reviews labour market policy in an important chapter, concluding with a pessimistic portrayal of the rise and decline of incomes policies in the UK.

A paper by Sir Arthur Knight on industrial policy considers regional and investment incentives, indicative planning, and restructuring and innovation, with reference to the National Enterprise Board...

text, he is often struck by the rather extreme nature of the policy choices that are taken. Fine tuning, for instance, was strongly believed in and carried to great lengths.

I would not recommend this collection to beginners. Some knowledge of events of the last 70 years, together with a grounding in current economic thought, are essential to make sense of fairly Olympian pro-



Road to monetarism

Treasury Rules. By Adrian Ham Quartet £7.95. 0 7043 2267 6

Sometimes it is easy to forget that monetarism and Toryism are not necessarily the same thing. In fact the most recent attempts at a bold Keynesian economic policy came from Conservative Chancellors - Mr Maudling in the early 1960s and Mr Barber 10 years later.

Adrian Ham believes that the blame for their failure, for current Government policy, and for a string of economic wrong turnings since before the war, lies not with the politicians, but with mighty, unseen men of the Treasury.

His thesis is that for all its lip service to Keynesian methods and outlook, the Treasury has remained fundamentally committed to the need for a sound monetary policy. The reason is nothing to do with the intellectual ability of civil servants to grasp economic theory.

and particularly the run-up to 'the watershed of 1976' when the IMF imposed the first round of public spending cuts and monetarism began its return to favour.

Where the country has failed is in working out and sticking to a long term plan for strategic industrial reconstruction. This is in part because of changing political priorities, but also, as Mr Ham says, because we have a Treasury that gives excessive importance to financial orthodoxy.

Phillip Venning

ouncements. Hardened economists may also be more inured to the generally tedious style of exposition.

Choice aid for teachers

Multiple Choice Questions in Advanced Level Economics. Test Development and Research Unit. Edited by A. J. Baker. Cambridge University Press. Teachers' Guide £1.95. Students' Book £1.50.

The test items originated as part of a larger number of items which were rigorously scrutinized and edited at several stages, including pre-testing.

Scratch the surface of almost anything written since the Third World became fashionable as a subject and you find that no-one quite knows how to proceed now, either.

Even further from heaven

The Creation of World Poverty. By Teresa Hayter. Pluto Press £2.50. 0 86104 339 1

In 1949, the cool brain of J. K. Galbraith became engaged upon the subject of world poverty: President Truman wanted to put some of the expertise (and wealth) in America at the service of the poor of the world.

In The Nature of Mass Poverty, a crisp, laconically witty book, Galbraith described the evolution of his thought on the subject, seen across three decades.

Scratch the surface of almost anything written since the Third World became fashionable as a subject and you find that no-one quite knows how to proceed now, either.

which the nineteenth century has left to us. None better or more peculiar, than John Quincy Adams's remark in 1842 that China was committing an outrage on human nature in not permitting trade in opium.

This is quite a decent work; it makes stirring and outrageous read. It is, for instance, well worth nothing, contrary to expectation, that many mythical nationalisms raise a high proportion of the capital for their Third World operations inside the Third World.

But the great difficulty with the book is that it cannot really live up to its subtitle: An Alternative View to the Brandt Report.

Richard North

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Index to Appointments vacant, Wanted and other classifications

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Table listing various appointments in Secondary Education, Nursery Education, Primary Education, Middle School Education, and Other than by Subjects.

Table listing appointments in Sixth Form and Tertiary Colleges, Music, Religious Education, Special Education, Commercial Subjects, Home Economics, Humanities, Mathematics, Modern Languages, Pastoral, and Science.

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Table listing appointments in Colleges and Departments of Art, Universities Appointments, Fellowships, and Service Colleges.

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RICHMOND UPON THAMES

SALFORD CITY OF SALFORD
EDUCATION DEPARTMENT
SALFORD HIGH SCHOOL

WIRRAL METROPOLITAN BOROUGH OF WIRRAL
OLDFERRAW SCHOOL
Valkyrie Road, Wallasey

NORFOLK RETRIEVER HIGH SCHOOL
Queens Road, Norwich
Required for 19th April, 1982

Nottinghamshire NOTTINGHAMSHIRE COLLEGE
Rushmore Road, Northampton
Required for 19th April, 1982

Sixth Form and Tertiary Colleges
Herts College
Hertford, Hertfordshire

HEADS OF DEPARTMENT
BEDFORDSHIRE SOUTHERN AREA
BOUGHTON HILLS UPPER COLLEGE

NOMERSET STANTON HERBERT SCHOOL
Stanton Herbert, Herefordshire

Scale 1 Posts
BEDFORDSHIRE BEDFORDSHIRE COLLEGE
Barnack, Bedfordshire

WEST SUSSEX NORTH DAVES S.C. SCHOOL
North Daves, West Sussex

WIGAN METROPOLITAN BOROUGH OF WIGAN
LEIGH HIGH SCHOOL
Leigh, Greater Manchester

KIRKLEES METROPOLITAN COUNCIL
KIRKLEES COLLEGE
Leeds, West Yorkshire

SURREY COUNTY COUNCIL
EDUCATION DEPARTMENT
SURREY COLLEGE

LIVERPOOL CLIFFORD COLLEGE
Clifford, Liverpool

CHESHIRE BOYS' & GIRLS WELFARE SOCIETY
BETHNAL GREEN SCHOOL
Cheshire, Cheshire

SURREY WOODLANDS SCHOOL
Woodlands, Surrey

WEST SUSSEX SOUTHAMPTON HAMPSHIRE SOCIETY FOR ALLEGED CHILDREN
Hampshire Society, Southampton

DEPUTY HEADSHIPS SECOND MASTERS/MISTRESSES
BRENT LONDON BOROUGH OF BRENT

AVON BRIMHAM GREEN SCHOOL
Brimham Green, Avon

BUCKINGHAMSHIRE COUNTY COUNCIL
BUCKINGHAMSHIRE COLLEGE
Aylesbury, Buckinghamshire

WIGAN METROPOLITAN BOROUGH OF WIGAN
LEIGH HIGH SCHOOL

BEDFORDSHIRE SOUTHERN AREA BOUGHTON HILLS UPPER COLLEGE
Boughton Hills, Bedfordshire

LIVERPOOL CLIFFORD COLLEGE
Clifford, Liverpool

CHESHIRE BOYS' & GIRLS WELFARE SOCIETY
BETHNAL GREEN SCHOOL

SURREY WOODLANDS SCHOOL
Woodlands, Surrey

CHESHIRE BOYS' & GIRLS WELFARE SOCIETY
BETHNAL GREEN SCHOOL

SURREY WOODLANDS SCHOOL
Woodlands, Surrey

LAUGHURN HOUSE SCHOOL Martley, Worcester
HEADTEACHER Group 3(S)
Applications are invited for the Headship of this established Independent mixed residential School for secondary-aged maladjusted children.

Ealing London Borough EDUCATION SERVICE
HEADSHIP OF ST. ANNE'S (ISSNS) SCHOOL (Group 5S)
Springfield Road, Harwell, London W7 3JP
This new school opens in September 1982 and the Head is to be appointed from April 1982, or as soon as possible.

SURREY COUNTY COUNCIL
STARHURST SCHOOL Dorking
Applications are invited from suitably qualified and experienced teachers for appointment from the beginning of the Summer Term 1982 as resident Deputy Head of this boarding school for maladjusted boys aged 10-16 years (53 resident, 8 day pupils).

Nottinghamshire County Council
Paripatetic Teachers for the Visually Handicapped
Applications are invited from teachers with qualifications to teach visually handicapped children, for two new paripatetic posts:

Vertical text on the left margin, possibly a page number or reference.





INDEPENDENT ENGLISH continued

Other Assistants

BIRMINGHAM

KING EDWARD VI HIGH SCHOOL... Required for September 1982... A young, well qualified...

BRISTOL

CLIFTON COLLEGE

Young students in ENGLISH... Required for September 1982... A young, well qualified...

BRISTOL

BADMINTON SCHOOL

U.S.A. 300 girls 11-18... Required for September 1982... A young, well qualified...

LANCASHIRE

LESTWICK

Required for September 1982... A young, well qualified... to teach ENGLISH...

LONDON SWIS

KING'S COLLEGE SCHOOL

Required for September 1982... A young, well qualified... to teach ENGLISH...

NORWICH

NORWICH SCHOOL

Required for September 1982... A young, well qualified... to teach ENGLISH...

SURREY

SURREY COLLEGE

Required for September 1982... A young, well qualified... to teach ENGLISH...

Geography

WAKEFIELD

Required for September 1982... A young, well qualified... to teach ENGLISH...

Other Assistants

CLEVELAND

YARM SCHOOL

Required for September 1982... A young, well qualified...

DORSET

DORSET SCHOOL

Required for September 1982... A young, well qualified...

HIGHGATE

CHANNING SCHOOL

Required for September 1982... A young, well qualified...

History

PORTSMOUTH

PORTSMOUTH GRAMMAR SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

BERKSHIRE

BERKSHIRE COLLEGE

Required for September 1982... A young, well qualified...

LONDON

ST PAUL'S SCHOOL

Required for September 1982... A young, well qualified...

MANCHESTER

MANCHESTER GRAMMAR SCHOOL

Required for September 1982... A young, well qualified...

SHROPSHIRE

WREKIN COLLEGE

Required in September 1982... A young, well qualified...

SURREY

ST. JOHN'S SCHOOL

Required for September 1982... A young, well qualified...

Home Economics

HARROGATE

HARROGATE COLLEGE

Required for May or September 1982... A young, well qualified...

Other Assistants

GLOUCESTERSHIRE

REDCROSS COLLEGE

Required for September 1982... A young, well qualified...

Mathematics

BRIGHTON

ST. MARY'S HALL

Required for September 1982... A young, well qualified...

Other Assistants

CHESHIRE

CHESHIRE COLLEGE

Required for September 1982... A young, well qualified...

DARLINGTON

POLAM HALL

Required for September 1982... A young, well qualified...

WORCESTERSHIRE

THE ALEX OF OTLEY

Required for September 1982... A young, well qualified...

Other Assistants

BRIGHTON

BRIGHTON COLLEGE

Required for September 1982... A young, well qualified...

WILTSHIRE

WILTSHIRE SCHOOL

Required for September 1982... A young, well qualified...

WEST SUSSEX

LANCING COLLEGE

Required for September 1982... A young, well qualified...

Modern Languages

Other Assistants

HABERDASHERS' ASKE'S SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

BRISTOL

BRISTOL CATHEDRAL SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

HAMPSHIRE

WINCHESTER COLLEGE

Required for September 1982... A young, well qualified...

Other Assistants

SURREY

SURREY HIGH SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

BERKSHIRE

BERKSHIRE COLLEGE

Required for September 1982... A young, well qualified...

NORWICH

NORWICH SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

WILTSHIRE

WILTSHIRE SCHOOL

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Other Assistants

WILTSHIRE

WILTSHIRE SCHOOL

Required for September 1982... A young, well qualified...

MODERN LANGUAGES OTHER ASSISTANTS continued

CLEVELAND

YARM SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

GUILDFORD

GUILDFORD HIGH SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

CUMBRIA

RUCIN PRIORS SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

HAERDASHERS' ASKE'S SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

DEVON

PLYMOUTH COLLEGE

Required for September 1982... A young, well qualified...

Other Assistants

RUTLAND

UPPINGHAM SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

SHROPSHIRE

WREKIN COLLEGE

Required for September 1982... A young, well qualified...

Other Assistants

EAST SUSSEX

RODEAN SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

GUERNSEY

ELIZABETH COLLEGE

Required for September 1982... A young, well qualified...

Other Assistants

GUILDFORD

GUILDFORD HIGH SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

KENT

ST LAWRENCE COLLEGE

Required for September 1982... A young, well qualified...

Other Assistants

MIDDLESEX

ST DAVID'S SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

RUTLAND

UPPINGHAM SCHOOL

Required for September 1982... A young, well qualified...

Other Assistants

SHROPSHIRE

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Other Assistants

BRIGHTON

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Required for September 1982... A young, well qualified...

Other Assistants

BRIGHTON



**HAMPSHIRE**  
**FARNBOROUGH COLLEGE OF TECHNOLOGY**  
**HEAD OF DEPARTMENT OF ELECTRICAL ENGINEERING, MATHEMATICS AND COMPUTING (GRADE IV)**

This post will become vacant on 1st May, 1982 due to the retirement of the present holder.

The Department offers a wide range of courses up to T.E.C. Higher Diploma and degree standard.

Applicants should hold at least an honours degree in a field of work for which the Department is responsible, and have relevant industrial, teaching and administrative experience.

Further particulars from The Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hants GU14 6SB.

S.A.E. please  
 Closing date: 5th February, 1982.

**Nene College Northampton**

**Lecturer in Psychology of Education**

The post will be offered at LI or LII, according to qualifications and experience.

Forms and further details may be obtained from The Dean of the Schools of Education and Social Sciences, Nene College, Moulton Park, Northampton NN2 7AL (Tel: 0604 715000) to be returned within 21 days of this advertisement.

Applicants to advertisement of this post in the Autumn Term, 1981, will be reconsidered and need not reapply.

**REDBRIDGE TECHNICAL COLLEGE**  
 Little Heath, Romford RM6 4XT  
 Tel: 01-599 5231

Principal: A. G. Hall, B.Sc.(Econ.), D.P.A., F.O.I.S., Cert. Ed.

**Required MAY/SEPTEMBER**  
**SENIOR LECTURER IN BUSINESS STUDIES**  
**SENIOR LECTURER IN SOCIAL SCIENCES**  
**LECTURER II IN ELECTRONICS**  
**LECTURER I IN ACCOUNTS**  
**LECTURER I IN YOUTH WORK/PHYSICAL ACTIVITIES**

Application forms and further particulars are available from the Principal at the above address. All existing applications will be considered.

**NEW COLLEGE DURHAM**  
 Principal: Leonard G. Bawsher Acad. Dip. Ed. (Lond.), B.Sc. (Econ.), M.A., F.R.S.A.

**LECTURER I IN HAIRDRESSING**

Applicants should possess good hairdressing qualifications, salon experience and preferably a teaching qualification. The ability to teach men's hairdressing and/or beauty culture would be an advantage.

Further details and application forms, returnable by Friday, 29th January 1982, may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES, on receipt of a stamped addressed foolscap envelope.

**COLLEGES OF FURTHER ED**  
 continued

**BOURNMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION**  
 Department of Social and Community Studies  
**LECTURER GRADE I IN COMMUNITY STUDIES (SC 4078)**

To teach with special reference to the following: Social and Community Studies, Social Work, Social Services, Health and Social Care, and Social Administration. Applicants should have a degree and relevant experience in the above field. Salary: Lecturer Grade I £2034 - £2658.

**BUCKINGHAMSHIRE COUNTY COUNCIL**  
**DEPARTMENT OF EDUCATION**  
**ALSOBURY COLLEGE HP21**  
 Oxford Road, Aylesbury Bucks

**LECTURER I IN BUSINESS STUDIES**

Applications are invited from suitably qualified persons for the above post in the Department of Business Studies to teach BOOKKEEPING AND ACCOUNTS and one or more of Business Administration, Marketing, Computing, Computer Studies, and other Business Studies. Applicants should have a degree and relevant experience in the above field. Salary: Lecturer I £2034 - £2658.

**GLoucestershire EDUCATION COMMITTEE**  
**MACLESFIELD COLLEGE OF FURTHER EDUCATION**  
 DEPARTMENT OF GENERAL STUDIES

**SENIOR LECTURER TO**

play an important role in the development of the college's VOP programme. The post holder will be responsible for the work of four sections in a broadly based programme of teaching and learning in the fields of English, General and Computing Studies, and Social Studies. Applicants should have a degree and relevant experience in the above field. Salary: Senior Lecturer £2034 - £2658.

**CLEVELAND COLLEGE OF FURTHER EDUCATION**  
 DEPARTMENT OF INSTRUMENTATION/ELECTRONICS

**LECTURER I IN YOUTH WORK/PHYSICAL ACTIVITIES**

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**HERTFORDSHIRE DE LAVALLE COLLEGE**  
 DEPARTMENT OF ENGINEERING

**LECTURER IN PRODUCTION**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer £2034 - £2658.

**ESSEX SOUTHWEST COLLEGE OF TECHNOLOGY**  
 DEPARTMENT OF ELECTRICAL ENGINEERING

**LECTURER GRADE I IN ELECTRICAL ENGINEERING**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer Grade I £2034 - £2658.

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 DEPARTMENT OF ENGINEERING

**LECTURER IN PRODUCTION**

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**KENT COLLEGE OF FURTHER EDUCATION**  
 DEPARTMENT OF ELECTRICAL ENGINEERING

**LECTURER GRADE I IN ELECTRICAL ENGINEERING**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer Grade I £2034 - £2658.

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**LIVERPOOL COLLEGE OF FURTHER EDUCATION**  
 DEPARTMENT OF ELECTRICAL ENGINEERING

**LECTURER GRADE I IN ELECTRICAL ENGINEERING**

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**GLoucestershire EDUCATION COMMITTEE**  
**MACLESFIELD COLLEGE OF FURTHER EDUCATION**  
 DEPARTMENT OF GENERAL STUDIES

**SENIOR LECTURER TO**

play an important role in the development of the college's VOP programme. The post holder will be responsible for the work of four sections in a broadly based programme of teaching and learning in the fields of English, General and Computing Studies, and Social Studies. Applicants should have a degree and relevant experience in the above field. Salary: Senior Lecturer £2034 - £2658.

**CLEVELAND COLLEGE OF FURTHER EDUCATION**  
 DEPARTMENT OF INSTRUMENTATION/ELECTRONICS

**LECTURER I IN YOUTH WORK/PHYSICAL ACTIVITIES**

Application forms and further particulars are available from the Principal at the above address. All existing applications will be considered.

**HERTFORDSHIRE DE LAVALLE COLLEGE**  
 DEPARTMENT OF ENGINEERING

**LECTURER IN PRODUCTION**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer £2034 - £2658.

**BURDERLAND COLLEGE OF FURTHER EDUCATION**  
 DEPARTMENT OF ELECTRICAL ENGINEERING

**LECTURER GRADE I IN ELECTRICAL ENGINEERING**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer Grade I £2034 - £2658.

**BUCKINGHAMSHIRE COUNTY COUNCIL**  
**DEPARTMENT OF EDUCATION**  
**ALSOBURY COLLEGE HP21**  
 Oxford Road, Aylesbury Bucks

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 DEPARTMENT OF ENGINEERING

**LECTURER IN PRODUCTION**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer £2034 - £2658.

*Journal of Life*

**Colleges and Departments of Art**  
**Other Appointments**

**CLEVELAND COLLEGE OF ART AND DESIGN**  
 DEPARTMENT OF PRINTMAKING

**LECTURER II IN PRINTMAKING**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer II £2034 - £2658.

**LEICESTERSHIRE LOUGHBOROUGH COLLEGE OF ART AND DESIGN**  
 DEPARTMENT OF DESIGN

**LECTURER II IN CERAMICS**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer II £2034 - £2658.

**OXFORDSHIRE UNIVERSITY OF OXFORD**  
 DEPARTMENT OF EDUCATION

**LECTURER II IN EDUCATION**

Applicants should have a degree and relevant experience in the above field. Salary: Lecturer II £2034 - £2658.

**BRITISH TELECOM RESEARCH LABORATORIES**  
**Short-Term Fellowships in 1982**

Applications are invited for short-term Fellowships at the British Telecom Research Laboratories, Martlesham, near Ipswich, during 1982. The Fellowships are open to members of the academic staff of United Kingdom Universities and are normally tenable for six weeks.

The object of the Fellowships is to strengthen the links between the Universities and BTRL. The Fellow will be expected to carry out a short project or review study relevant to public telecommunications services and encouragement will be given to continue the work on his return to University, with BT funding in suitable cases.

Apart from relevance to telecommunications in its broadest sense, no restriction is placed on the field of study and proposals of a novel and innovative nature are particularly welcomed.

It is expected that the Fellowships will be of interest mainly to Departments of Electrical Engineering, Physics, Chemistry, Mathematics, Computer Science, and other Departments (eg Psychology, Linguistics, Physiology) which are encouraged to apply for Fellowships with a view to initiating relevant trans-disciplinary research.

Attendance at the BT Research Laboratories will be by mutual agreement. Traveling expenses and subsistence will be paid and an honorarium (£200) will be given at the completion of the Fellowship.

Applicants, including a brief curriculum vitae and a short statement indicating the proposed area of interest and its relevance to the activities of BT, should be sent to: Mr D. Bestwick, Research Laboratories, Martlesham Heath, Ipswich IP6 7RE not later than 28 February 1982.

Salary within the Principal's range (£1492 - £5972).

Application forms and further particulars are available from the Director of Education, Ashurst, Ipswich, Suffolk, IP6 7RE. Tel: 0462 5181. Fax: 0462 5182. Closing date: 12th February 1982.

**Athrofa Gogledd-dd Cymru**  
 The North E Wales Institute  
 of higher education

**COLLEGE OF ART, REGENT STREET, WREXHAM**  
**LECTURER II IN FASHION**  
 Salary £2462-£10,421

A suitably qualified person from suitably qualified persons to assist in the development and management of the 2 year DATEC Certificate in Fashion and 1 year Higher Certificate in Fashion. Applicants should possess relevant creative teaching. Industrial experience is essential.

**VISUAL COMMUNICATIONS TECHNICIAN**  
 T34 (2682-27137)

A suitably qualified person from suitably qualified persons to work within the areas of Audio Visual Studios, Graphics and Illustration.

**POTTERY TECHNICIAN**  
 T2 (2684-26828)

A suitably qualified person from suitably qualified persons to service the full and part-time courses at the College and its Community Centre.

Further details and application forms for the above 3 posts available from the Institute Registrar, The North E Wales Institute of Higher Education, Kesterton College, Cornhill Quay, Clwyd, Tel: Deeside 617531 Ext. 271. Closing date for receipt of all posts applications 5th February 1982.

**SCHOOLS COUNCIL**

**THE OPEN UNIVERSITY/SCHOOLS COUNCIL LECTURER**

The Schools Council and the Open University have jointly funded the production of a course entitled *Curriculum in Action: an approach to evaluation*. The lecturer who has been dealing with the course while it has been in preparation is to return to teaching and we are seeking a replacement for her from Easter, 1982.

The aim of the course is to provide teachers with practical guidance in their work of reviewing and improving the content and approach of the learning experiences and the teaching which they give and in their work of assessing their pupils' performance. As a spin-off from this major course a pack of materials has been produced. The person appointed will be expected to maintain the course, actively to promote both the course and the pack, and to take part in general INSET activities.

Applicants should have a good degree or equivalent qualification. The completion of a curriculum course would be an advantage. They should either be practising teachers or only recently to have finished working in school. The abilities to talk and listen to teachers and to transform ideas into proposals to meet their needs are essential as is proven ability to write for publication. Applicants should be able to work on their own initiative within the framework of the In-service Education and Teachers Section of the Centre for Continuing Education and should be able quickly to absorb new ideas and techniques.

The appointment will be for 3 years 8 months from Easter, 1982. The University will be pleased to accept accommodations. Salary will be on the scale £2070 - £12,600.

Further particulars and application forms are obtainable from: Mrs. J. Siga (377/1), Centre for Continuing Education, The Open University, P.O. Box 168, Sherwood House, Sherwood Drive, Blatchley, Milton Keynes, MK3 6HW or telephone Milton Keynes 71231 ext. 428; there is a 24 hour answering service on 653698.

Closing date for applications: 9th February, 1982.

**TELECOM**

ADULT EDUCATION continued

ESSEX COUNTY COUNCIL... Lecturer Grade 1... to assist the Education Officer...

ILEA

LAMBETH ADULT EDUCATION INSTITUTE... DICK SHEPARD SCHOOL... English as a second language...

ILEA

SOUTHWARK INSTITUTE OF EDUCATION... English as a second language... Relevant qualifications...

Assessment Centres

CITY OF MANCHESTER

BURFORD OBSERVATION AND ASSESSMENT CENTRE... Assessment and educational for...

LEEDS

CITY COUNCIL... EDUCATION DEPARTMENT... Further Education Officer...

LEEDS

CITY OF SALFORD... EDUCATION DEPARTMENT... Further Education Officer...

GLoucestershire

CITY OF SALFORD... EDUCATION DEPARTMENT... Further Education Officer...

GLoucestershire

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GLoucestershire

CITY OF SALFORD... EDUCATION DEPARTMENT... Further Education Officer...

GLoucestershire

CITY OF SALFORD... EDUCATION DEPARTMENT... Further Education Officer...

SURREY COUNTY COUNCIL... FRINGE AREA LONDON ALLOWANCE... HEAD OF CENTRE COBHAM TEACHERS CENTRE

LEEDS CITY COUNCIL... EDUCATION DEPARTMENT... Further Education Officer

County of Cleveland... EDUCATION DEPARTMENT... Youth and Community Tutor

County of Cleveland... EDUCATION DEPARTMENT... Youth and Community Tutor

County of Cleveland... EDUCATION DEPARTMENT... Youth and Community Tutor

County of Cleveland... EDUCATION DEPARTMENT... Youth and Community Tutor

County of Cleveland... EDUCATION DEPARTMENT... Youth and Community Tutor

EDUCATION DEPARTMENT... H.M. BORSTAL, DOVER... Deputy Education Officer

EDUCATION DEPARTMENT... H.M. BORSTAL, DOVER... Deputy Education Officer

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KENT COUNTY COUNCIL... Royal Military College of Science... Lecturers/Senior Lecturers

KENT COUNTY COUNCIL... Royal Military College of Science... Lecturers/Senior Lecturers

Wandsworth... an equal opportunity employer

LONDON BOROUGH OF EALING... Ealing EDUCATION SERVICE... UNIFIED COMMUNITY ACTION AREA CO-ORDINATOR

LONDON BOROUGH OF EALING... Ealing EDUCATION SERVICE... UNIFIED COMMUNITY ACTION AREA CO-ORDINATOR

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LONDON BOROUGH OF EALING... Ealing EDUCATION SERVICE... UNIFIED COMMUNITY ACTION AREA CO-ORDINATOR

YOUTH AND COMMUNITY continued

CITY OF MANCHESTER... EDUCATION DEPARTMENT... Youth and Community Tutor

LONDON BOROUGH OF EALING... EDUCATION SERVICE... Youth and Community Tutor

LONDON BOROUGH OF EALING... EDUCATION SERVICE... Youth and Community Tutor

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EDUCATION SERVICE... Youth and Community Tutor

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EDUCATION SERVICE... Youth and Community Tutor

EDUCATION SERVICE... Youth and Community Tutor

Overseas Appointments

ARGENTINA... ST. HILDA'S COLLEGE... Christian Teachers

ARGENTINA... ST. HILDA'S COLLEGE... Christian Teachers

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BRUNEI

The Department of Education invites applications for the following posts...

EDUCATION OFFICER - ELECTRICAL (2 vacancies)

SENIOR TECHNICAL INSTRUCTOR - ELECTRICAL

TELECOMMUNICATIONS

CONSTRUCTION (2 vacancies)

VEHICLE BODY REPAIR

REFRIGERATION & AIR CONDITIONING

BUSINESS STUDIES

SECRETARIAL STUDIES

SALARIES, TAX FREE





OUTDOOR EDUCATION continued

KENT

FIELD CENTRE WARDEN... WARDEN... 1982 for school field centre...

LEARN TO TEACH ENGLISH (EFL)

Christmas, Easter, Summer... English Language course...

LONDON

TEACH ENGLISH AS A FOREIGN LANGUAGE... 3 Day appreciation...

ROCHDALE

METROPOLITAN ROYAL... ENGLISH LANGUAGE...

CASTLEMEYER SCHOOL

Two-day course in English... Teachers Scale 3...

WEST SUSSEX

INTENSIVE ENGLISH... REPRESENTERS... 12-14 week...

'A' LEVEL BIOLOGY

FIELD COURSE... 10th - 16th April, 1982... fieldwork on shore...

SURREY

TEMPORARY QUALIFIED TEACHERS... EXPERIENCE...

STAFFORDSHIRE

NEWLY QUALIFIED OUTDOOR EDUCATION CENTRES... 1982...

WALSLEY

WALSLEY... 1982... 1982...

WALSLEY

WALSLEY... 1982... 1982...

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WALSLEY... 1982... 1982...

WALSLEY

WALSLEY... 1982... 1982...

WALSLEY

WALSLEY... 1982... 1982...

OXFORDSHIRE

ST. CLARE'S COLLEGE... Applications are invited for...

THE CATHINGEE BARR

FOR THE ANNE... SCHOLARSHIP... 1982...

TWO OTTO

SCHOLARSHIPS... 1982... 1982...

WEST SUSSEX

INTENSIVE ENGLISH... REPRESENTERS... 12-14 week...

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FIELD COURSE... 10th - 16th April, 1982... fieldwork on shore...

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WALSLEY... 1982... 1982...

AGENCY URGENTLY RE...

QUIRKS... OF MATHEMATICS... 1982...

FOR SALE and Wanted

ARABOS... your mortgage... 1982...

EDUCATIONAL YEAR

EDUCATIONAL YEAR... 1982... 1982...

GRAT OPHOR

GRAT OPHOR... 1982... 1982...

T-SHIRTS

T-SHIRTS... 1982... 1982...

LOANS

LOANS... 1982... 1982...

IMMEDIATE ADVANCES

IMMEDIATE ADVANCES... 1982... 1982...

HOLIDAYS and Accommodation

HOLIDAYS and Accommodation... 1982... 1982...

ADVENTURE HOLIDAYS

ADVENTURE HOLIDAYS... 1982... 1982...

UNIQUE FAMILY

UNIQUE FAMILY... 1982... 1982...

POTRY

POTRY... 1982... 1982...

WARREN RECORDING

WARREN RECORDING... 1982... 1982...

WRITE and sell

WRITE and sell... 1982... 1982...

100% MORTGAGES

100% MORTGAGES... 1982... 1982...

EDUCATIONAL THEATRE

EDUCATIONAL THEATRE... 1982... 1982...

AGENCY URGENTLY RE...

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